



The National Office for the Prevention of Domestic, Sexual and Gender-based Violence
An Oifig Náisiúnta um Fhoréigean Baile, Gnéasach agus Inscnebhunaithe a Chosc

Awareness Raising of Domestic and Sexual Violence: *A Survey of Post-Primary Schools in Ireland*

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Violence:**

A Survey of Post-Primary Schools in Ireland

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Chapter 1: Introduction

Domestic and sexual violence are widespread problems across communities in which people live (Baynard et al, 2003). Rules or expectations of behaviour, i.e. norms, within a social group or community can encourage or challenge these forms of violence. A growing literature on prevention emphasises the need to strengthen people's knowledge and skills as well as the need to strengthen community norms by raising awareness of these forms of violence. Prevention is needed at various levels in the community and the school has significant potential as an ally in this work. This report examines the schools' experience with the use of two modes of delivery of content related to domestic and sexual violence to students at both Senior and Junior Cycle: school-based programmes and engaging outside facilitators.

1.1 Why awareness raising in schools?

Much of children's learning of societal norms takes place in schools. Generally, schools can provide young people with opportunities to learn vital relationship skills, for example, through communication, assertiveness and decision-making training. These skills promote the health and well-being of the young person and help to provide important building blocks for developing healthy, as well as avoiding abusive, relationships. Equally, it is important to impart knowledge of, and forge an understanding of, the implications which lifestyle choices, such as alcohol and substance use, have in increasing the risk of violence in relationships. In these ways prevention work in schools can be an important protective factor, helping to build young persons' resilience against a range of negative experiences in their lives, such as interpersonal violence. Building this resilience is important for all young people, but particularly for 'adolescents at risk', a term used to describe a segment of the population that under current conditions has a low probability of growing into responsible, high-functioning, adulthood (Rutter, 1979; Anthony and Cohler, 1987).

Even if young people never go on to encounter domestic or sexual violence in their own personal lives, as community members they may have opportunities to help others in preventing or supporting those who experience these forms of violence. Prevention programmes offer the opportunity to engage the young person in a discussion of the issues involved. They offer a safe and respectful environment in which to challenge attitudes that condone violence and build perceptions that help young people to understand what is involved for those who experience domestic or sexual violence.

Awareness raising among young people in schools can contribute to the development in the wider community of social norms that define domestic and sexual violence as inappropriate and unacceptable forms of behaviour. By generating discussion beyond the classroom, these ideas can diffuse to the young person's wider community. In this way, awareness raising in schools is linked to future prevention.

The prevention of domestic and sexual violence by building skills, knowledge and understanding among the general population is the core outcome of this work. Additionally, however, mention should also be made of the value it can bring to reducing the impact on those who experience these forms of violence. While many parents who have experienced domestic or sexual violence can avail of support through various services, there is a significant proportion who drop out of services prematurely or whose difficulties remain entrenched despite receiving help (Forehand and Kotchik, 2002). In these situations, the young people involved can be very dependent on the support and understanding from the school they attend. Resilience research shows that children can show less negative reactions to these forms of violence where they are supported with educational activities that help to build core competences such as personal and social skills as well as help to develop positive connections to a wider community (see Hester et al, 2007 for a review of this material).

1.2 Current prevention work in schools

Hester et al (2000) reported that the area of violence prevention in schools and youth groups was as yet largely underdeveloped and ad hoc rather than co-ordinated. Schools can have a crucial role in emotionally supporting children experiencing domestic violence (McGee, 2000). Schools in Ireland are already providing young people with opportunities to develop the skills and competence to learn about themselves, to care for themselves and for others and to make informed decisions about their lives (Department of Education and Science, 2000). The Social, Personal and Health Education Programme¹ (with a component of Relational and Sexual Education² embedded) is where schools seek to influence social, personal and health education of their pupils. Details of the SPHE and RSE programmes are included in section 1.5.

Apart from the material covered in the programme, SPHE also has a 'whole school' dimension where all staff members and all classes and extra-curricular activity offer opportunities for enhancing the personal and social development of the pupil (Tormey, 2006). This school-based programme and the activity involved is likely to be a very important means for young people to learn constructive ideas and thinking around what is appropriate behaviour in relationships.

However, the extent to which schools include in their SPHE classes the focus needed to address domestic and sexual violence is not yet clear. These issues are complex and, of course, sensitive. It may be that schools feel ill-equipped, not having the resources they need to address these issues adequately. When schools feel they lack the professional expertise to cover particular issues (e.g. sex education) they may engage outside facilitators to undertake this work.

¹ From here on in the report referred to as SPHE.

² From here on in the report referred to as RSE.

In order to inform the development and implementation of the National Strategy on Domestic, Sexual and Gender-based Violence 2010 – 2014, and to address the lack of any systematic collection of information on school activities on raising awareness of domestic and sexual violence, an overview was needed of the current situation with regard to post-primary schools' activities in Ireland in relation to such awareness raising. Cosc undertook a survey of awareness raising of domestic and sexual violence in post-primary schools in Ireland. The aim of the survey was to describe the extent to which school-based programmes raise awareness of domestic and sexual violence, how well the programmes cover such violence and the factors involved.

1.3 A survey of awareness raising of domestic and sexual violence

The study examined how effective post-primary schools find SPHE for the purpose of raising awareness of domestic and sexual violence. The study also looks at the use of outside facilitators.

The potential for any school to raise awareness of domestic and sexual violence may depend on two groups of factors. The first group is a combination of institutional or context factors including: the nature of school involved (e.g. size, denomination, school type); the environment in which it operates; and the kinds of problems it encounters (e.g. in its catchment areas). These are discussed more fully in the following section.

The second group involves facilitating or impeding factors which the literature recognises as determining whether or not schools are in a position to engage in activities such as awareness raising. While Government mandates inform the structure and content of education curricula, other factors can influence implementation issues. These can include factors such as:

- whether the school climate or ethos is supportive of the development of social and personal development in the school
- the level of staff interest or extent of familiarity with the issues of domestic and sexual violence.

Examples of implementation issues influenced by the above-mentioned factors include:

- who is chosen to deliver awareness raising material, and in this respect the study examined the use of outside facilitators
- which types of lessons are deemed acceptable and for which cycle of pupils.

1.4 Institutional or context factors

First there is a range of context factors that are largely external to the school: For example, the location in which schools operate can differ in relation to the catchment areas they serve and the extent to which the school encounters socio-economic disadvantage in the communities they serve. Other factors, more at the school-level, include:

- the size of the school involved
- the denomination of the school and
- the type of sector to which the school belongs (the post-primary education sector in Ireland comprises secondary, vocational schools and community colleges, comprehensive and community schools, etc.).

Another important school-based factor arises from the fact that post-primary education in Ireland consists of two cycles (Junior Cycle, i.e. lower post-primary) followed by a two- or three-year Senior Cycle (upper post-primary), depending on whether the optional Transition year is taken. Another context factor covered in this study includes the types of programmes on offer by the school. At the end of the Junior Cycle, pupils take the Junior Certificate and during the final two years of Senior Cycle pupils take one of three programmes - the traditional Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP) or the Leaving Certificate Applied (LCA) (Department of Education and Science, 2004). The schools in this study were surveyed on each of these context factors with the aim of developing a better understanding of schools' awareness raising of domestic and sexual violence.

1.5 The SPHE and RSE

The curriculum for Junior Cycle SPHE has the following aims:

- to enable the students to develop personal and social skills
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision making
- to provide opportunities for reflection and discussion
- to promote physical, mental and emotional health and well being.

The curriculum comprises ten modules, each of which may be addressed in each year of the three-year cycle. Those modules are: Belonging and Integrating; Self Management; Communication Skills; Physical Health; Friendship; Relationships and Sexuality; Emotional Health; Influences and Decisions; Substance Use; and Personal Safety. SPHE is a mandatory requirement in Junior Cycle, but does not form part of the curriculum in Senior Cycle. An SPHE syllabus for use at Senior Cycle level is in preparation by the National Council for Curriculum and Assessment.

RSE is embedded within SPHE at Junior Cycle level. Schools are required to provide an RSE programme in Senior Cycle which includes: Lesson 17 dealing with sexual harassment; Lessons 18 and 19 dealing with sexual assault; and lesson 20 dealing with sexual abuse.

In this report references to SPHE and RSE are dealt with as follows: Junior Cycle programmes are referred to as "SPHE"; Senior Cycle programmes referred to as "SPHE/RSE" and, where both Senior and Junior Cycles are being discussed, the reference is to "SPHE/RSE".

The themes of domestic and sexual violence are not dealt with explicitly in the SPHE curriculum. Rather, it aims to provide a range of generic skills such as communicating, making decisions, belonging and integrating, handling conflict constructively, dealing with bullying, expressing feelings and emotions, substance abuse, resisting peer pressure, personal safety, values and mutual respect in relationships and sexuality education, etc. These generic skills are relevant to the promotion of respectful and equal relationships. The personal safety strand of the SPHE curriculum in year 3 of Junior Cycle provides specifically for recognising unsafe situations, covers the issue of violence and sources of help.

1.6 About the report

Given that SPHE is a core part of the school's work to enable pupils to gain control over determinants of health, healthy behaviours and lifestyle (Department of Education and Science, 2004), this report begins by outlining how schools find SPHE and RSE as a conduit for information on domestic and sexual violence. The report outlines the results for Junior and Senior Cycle in separate sections beginning with the results for the Junior Cycle. Within each of these sections, the results have been analysed and are set out for domestic and sexual violence separately.

Chapter 2 outlines the main methodological points relevant to this study.

Chapter 3 examines how schools find SPHE/RSE helps to raise awareness of domestic and sexual violence for the Junior and Senior Cycle pupils. Chapter 4 looks at how SPHE helps to raise awareness of domestic and sexual violence for Junior Cycle pupils only. These chapters also examine the impact of context factors e.g. whether this awareness raising depends on the size of the school, whether it is single or inter-denominational, whether it is a secondary school or not and the location of the school. The influence of key facilitating or impeding factors is also examined. Chapter 4 also examines the impact, if any, of access to resources such as SPHE support services and training on the provision of awareness raising. Another relevant area is whether the climate or ethos of the school impacts on how well schools can raise awareness of domestic and sexual violence.

Chapter 5 gives the results on the impact of context and facilitating factors on raising awareness of domestic and sexual violence for Senior Cycle pupils.

Chapter 6 looks at school and outsider agency collaboration covering:

- the extent to which outside facilitators are engaged by the schools to raise awareness among their pupils;
- school satisfaction with the use of outside facilitators
- the factors that might need to be taken into account when considering the widespread use of outside facilitators for different types of schools (i.e. their circumstances and needs).

Chapter 7 contains a summary of the study and discusses findings which arise therefrom.

Chapter 2: Methodology - Designing the Cosc Study

2.1 Introduction

The main aim of the Cosc study is to set out a reliable picture of post-primary schools and their activities in relation to raising awareness of domestic and sexual violence in 2008.

2.2 Sampling

The requirements of the representative sample are that it be systematically selected from a national sampling frame and that it takes account of the various types of school. The *Post-Primary School Listings*, a list of post-primary schools in Ireland in 2007 (n=750) provided that national sampling frame. This list, compiled by the Department of Education and Skills, categorises the school types into strata³ and this allowed for the random selection of post-primary schools from each of the school type strata. In total 400 schools were randomly selected from the list. It was not possible to generate a sample stratified by school type and region as the strata size involved would be too small.

2.3 Introduction and school agreement to participate

Cosc contacted each of the selected schools through a letter of introduction with a study information sheet and a letter of endorsement of the study by the Department of Education and Skills. Strict confidentiality was adhered to and the identity of each of the schools is undisclosed. A total of 82 schools agreed to participate in the study.

2.4 Mode of data collection

Two modes of data collection were applied. In order to gather key 'school-level' data the school Head or Principal was given a short list of questions in advance. Researchers then undertook an interview with a member of staff nominated by the school Head or Principal. This person was most often the SPHE co-ordinator at the school and this interview was undertaken by telephone using Computer Assisted Telephone Interviewing techniques. In most cases the information from the school Head or Principal was given to the interviewer during the initial stage of the interview with the nominated staff member.

2.5 Questionnaire development

Two questionnaires were developed for the purpose of this study. The purpose of the first was mainly to collect background information on the school and the second was to focus on issues relating to SPHE, RSE and awareness raising of domestic and sexual violence.

³ Available at <http://www.education.ie>

The ordering and sequence of the questions and sections were very important in the development of the questionnaires. Some questions were adapted from earlier surveys (e.g. Mayock et al 2007; NACD, 2006) but new questions were also developed. These new questions were selected in discussion with SPHE Support Services. Both questionnaires were piloted and amended in the light of the pilot before the implementation of the main study.

2.6 The pilot survey

A limit on time and resources meant that only a small pilot study (n=5) could be undertaken. A total of five schools agreed to participate and they were selected so that they differed in terms of school type, location and size. The length of the first pilot interview (with school Head or Principal) was approximately 10 minutes and the second (usually with the SPHE Co-ordinator) was 30-40 minutes. The pilot identified some questions that were problematic and these were amended. From this process, a final draft questionnaire was generated for development and testing on Computer Assisted Telephone Interviewing.

2.7 Analyses and interpretation of the main study data

Bivariate relationships and significance tests: All of the data reported are quantitative and these are presented in frequency and cross-tabulations in this report. Further, tests are reported indicating the likelihood that apparent relationships are due to random sampling error. If this likelihood is small the relationship is reported as being statistically significant. The probability value (p) is also reported which gives an estimate of the probability that the observed/reported relationship is due to sample variation. For example, a p value of <.05 indicates that there is a chance of less than 1 in 20 that the reported relationship cannot be generalised to the population.

Statistical tests for significance were performed for bivariate relationships (relationships between two variables) using Chi-square tests. In interpreting the findings, it should be borne in mind that statistical insignificance means that the evidence is not strong enough to assert with high confidence that there is a relationship between two variables in the population and does not imply that the data provide strong evidence for a claim that no relationship exists in the population. Given that the sample size from this survey is relatively small, only very strong relationships are likely to be picked up by significance tests. Statistically insignificant relationships should therefore be interpreted with caution as there is a substantial chance that relationships in the population are falsely rejected by significance tests.

Missing data: Missing data or values are a part of almost all research. In quantitative data, missing data occurs when no data value is stored for the variable in the current observation. This arises for example when a respondent provides information for one question (say, on raising awareness of domestic violence) but not for another (raising awareness of sexual violence). When cross tabulating variables with missing data, only those cases for which data are present for both questions (e.g. on raising

awareness of domestic *and* sexual violence) are included. Due to missing data, many tables present the results based on less than the 82 cases that have participated in the survey.

It should be noted that while interviewers asked all schools about their experiences with raising awareness of domestic violence at Senior Cycle, a programming error in the interviewing software had the consequence that only schools delivering RSE at Senior Cycle (n=36) were asked about awareness raising on sexual violence at Senior Cycle. As a result of this, data are missing for the remaining 46 schools in relation to sexual violence at Senior Cycle. Any interpretation of the results based on the data regarding sexual violence at Senior Cycle should be made with caution: it is important to bear in mind first that the findings pertain to the sub-sample of RSE-delivering schools and also, that the small number of cases increases the risk that true relationships in the population are falsely rejected by significance tests.

2.8 General details of the main study

The final questionnaire comprises 9 domains:

1. Introduction and respondent agreement
2. Information about SPHE in the school
3. Information about RSE in the school
4. Raising awareness of domestic violence for Junior Cycle pupils
5. Raising awareness of sexual violence for Junior Cycle pupils
6. Raising awareness of domestic violence for Senior Cycle pupils
7. Raising awareness of sexual violence for Senior Cycle pupils
8. Information about the use of outside facilitators
9. General knowledge, attitude and belief

Interviewers were recruited and trained by CM Surveys, the company which undertook the fieldwork. The fieldwork began in June 2008 and continued until August 2008.

2.9 Sample description

In this section, an overview of the sample is provided in order to facilitate an evaluation of the findings set out in subsequent chapters. In what follows background details are given of the sample. The distributions outline includes school type, school size, the types of education programmes offered and the catchment areas which schools serve.

2.9.1 Background and context factors

Table 2.1: School type

Post-primary school type	Number	Percentage of sample surveyed	National Distribution (%)
Secondary single sex (girls)	14	17.1	19.3
Secondary single sex (boys)	13	15.9	15.3
Secondary (mixed)	27	32.9	18.4
Vocational and Community (mixed)	19	23.2	34.6
Comprehensive Community (mixed)	8	9.8	12.4
Other	1	1.2	-
Total	82	100.0	100.0

Table 2.1 indicates that of the 82 schools surveyed, 14 (17 per cent) are secondary girls schools, 13 (16 per cent) are secondary boys, and the largest group is composed of 27 (33 per cent) secondary mixed schools. The next largest group is 19 (23 per cent) schools which are Vocational and Community schools. There are 8 (10 per cent) Comprehensive Community schools and 1 (1 per cent) school that classified itself as "Other". The secondary single sex and comprehensive schools are well-represented in the sample while the secondary mixed and vocational and community types are under-represented.

Table 2.2: School type (single denomination and inter-denominational)

School denomination type	Number	Percentage of sample surveyed	National Distribution (%)
Single denomination	36	43.9	53.6
Inter-denominational	46	56.1	46.0
Total	82	100.0	100.0

Table 2.2 shows that of the schools surveyed, 36 (44 per cent) are single denomination and 46 (52 per cent) that are inter-denominational. There are 3 (4 per cent) schools that said they are neither of these school types. The sample is broadly representative of single denomination and inter-denominational schools.

Table 2.3: School size

Number of students registered in school	Number	Percentage of sample surveyed	National Distribution (%)
Less than 200 students	13	15.9	12.6
200-400 students	23	28.0	30.7
401-600 students	27	32.9	29.4
More than 600 students	19	23.2	27.3
Total	82	100.0	100.0

Table 2.3 shows that most schools in this survey have between 200 and 600 pupils registered with them at the time of interview. A total of 27 (33 per cent)

have between 401 and 600 students, and 23 (28 per cent) have between 200 and 400 students. At the extremes of the distribution, there are 19 (23 per cent) schools with more than 600 students and 13 (16 per cent) that have less than 200 students. Table 2.3 also shows that the sample is well-representative of the various school size categories.

Table 2.4: Education programmes offered

Education programmes	Number of schools	Per cent*
Junior Certificate	79	96.3
Junior Certificate Schools Programme	35	42.7
Leaving Certificate	77	93.9
Leaving Certificate Applied	49	59.8
Leaving Certificate Vocational	60	73.2
Educational programmes (FETAC)	15	18.3
Educational programmes (other)	2	2.4

* These categories are not mutually exclusive therefore the total percent exceeds 100%

Table 2.4 illustrates that the majority of these schools offer Leaving and Junior Certificate programmes. In relation to the Leaving Certificate, 77 (94 per cent) of schools reported delivering this programme, 49 (60 per cent) offer Leaving Certificate Applied and 60 (73 per cent) offer the Leaving Certificate Vocational programme. Turning to the Junior Certificate, 79 (96 per cent) said they provide this programme and 35 (43 per cent) provide the Junior Certificate Schools Programme. There are 15 (18 per cent) schools in the sample that offer FETAC educational programmes and 2 that indicated offering other types of educational programmes. Schools offering the various forms of Leaving Certificate (standard, Applied and Vocational Leaving Certificate) are over-represented in this sample.

Table 2.5: Catchment areas ⁴

Catchment area type - rural/urban	Number of schools	Per cent
Mainly urban	19	23.2
Mix of rural and urban	31	37.8
Mainly rural	32	39.0
Total	82	100.0

Details regarding types of catchment areas serviced by the schools are presented in Tables 2.5 and 2.6. With regard to the rural/urban context in which pupils reside, Table 2.5 shows that 32 (39 per cent) said their pupils come from mainly rural environs whereas 19 (23 per cent) said their pupils are from an urban area. A total of 31 (38 per cent) said their pupils are a mixture, coming from both rural and urban areas.

⁴ The 2006 Census shows that 60.7% of the population live in what the Central Statistics Office calls "aggregate town areas", that is, cities or towns with a population of at least 1,500; while the remaining 39.3% live in "aggregate rural areas".

Table 2.6: Proportion of pupils of disadvantaged socio-economic status (SES)

Share of students considered of disadvantaged SES	Number of schools	Per cent
Less than or equal to 10%	23	28.0
11-25%	29	35.4
26-50%	16	19.5
51-75%	5	6.1
More than 75%	7	8.5
Don't know	2	2.4
Total	82	100.0

Table 2.6 sets out details of the extent to which the schools in the sample are attended by pupils from a disadvantaged socio-economic status (SES).

Nearly two-thirds (63 per cent) of the sample reported that less than 25 per cent of pupils are from a disadvantaged SES group: 23 (28 per cent) said this share is less than 10 per cent of their student body and 29 (35 per cent) said the share is between 11 and 25 per cent.

In order of declining frequency, 16 schools (20 per cent) said that between 26 and 50 per cent of their student body is from a disadvantaged SES background, 5 (6 per cent) said the share would be between 51 and 75 per cent of their student body and 7 (9 per cent) said that more than 75 per cent of their students would be from a disadvantaged background.

School population statistics on the distribution of schools serving pupils from a disadvantaged socio-economic group were not available at the time of writing. Consequently, it was not possible to assess the sample in terms of these distributions.

2.10 Teaching of SPHE and RSE in post-primary schools

Table 2.7: Teaching of SPHE and RSE at Junior and Senior Cycle levels in schools

Programmes offered	Number of schools	Per cent
SPHE at Junior Cycle	82	100.0
SPHE at Senior Cycle	22	26.8
RSE at Junior Cycle	75	91.5
RSE at Senior Cycle	36	43.9

Table 2.7 shows that of the 82 schools in the sample all teach SPHE at Junior Cycle and 75 (92 per cent) teach RSE. In relation to Senior Cycle, 36 (44 per cent) schools teach RSE and 22 (27 per cent) teach SPHE. There is no requirement to have an SPHE programme in Senior Cycle, but schools are required to offer an RSE programme at this level.

Table 2.8: Schools' policy on SPHE and RSE

Nature of policy	SPHE n (per cent)	RSE n (per cent)
Formal policy	59 (72.0)	63 (76.8)
Informal policy	11 (13.4)	4 (49.0)

A large majority, 59 (72 per cent) of the sample said they have a formal SPHE policy and 63 (77 per cent) said they have a formal RSE policy. There are 11 schools in the survey (13 per cent) that said they have an informal SPHE policy and 4 (49 per cent) that reported an informal RSE policy (Table 2.8).

Table 2.9: Frequency of SPHE or RSE policy review

Frequency of policy review	Number of schools	Per cent
Regularly	32	45.7
Occasionally	26	37.1
Hardly ever	9	12.9
Never	3	4.3
Total*	70**	100.0

* Totals are based on the number of valid responses to relevant items

** While a total of 59 schools said they have a formal policy in their school, the 11 schools that said they have an informal policy were also asked the question on the frequency of policy review.

Schools were asked how frequently they review their policies and 70 schools provided information on the review of either their SPHE or RSE policies. A total of 32 (46 per cent) said they review their policies on a regular basis while 26 (37 per cent) said this happens occasionally. Of the remaining schools, 9 (13 per cent) said they hardly ever and 3 (4 per cent) said they never review their school policies (Table 2.9).

Table 2.10: Extent of contact with SPHE Support Services

Extent of contact	Number of schools	Per cent
A lot	38	46.3
A little	41	50.0
Not at all	3	3.7
Total	82	100.0

Schools were surveyed on the extent of their contact with SPHE Support Services and 38 (46 per cent) said they generally have a lot of contact with the Support Services. The largest group, 41 (50 per cent) described the extent of contact as 'a little' and 3 schools (4 per cent) said they have no contact at all with SPHE Support Services (Table 2.10).

Table 2.11: Change in extent of contact with SPHE Support Services in the 12 months prior to the survey

Changes in contact	Number of schools	Per cent
Increased	44	53.7
Decreased	11	13.4
Remained about the same	27	32.9
Total	82	100.0

Table 2.11 shows that for 44 schools, (54 per cent), there has been an increase in contact with SPHE Support Services in the 12 months prior to the survey. The next largest group, 27 (33 per cent) said that the level of contact had remained constant in that period and 11 (13 per cent) said the contact they had with SPHE Support Services over the 12 months prior to the survey had decreased.

Table 2.12: Teacher delivery of SPHE/RSE in schools

Mode of SPHE/RSE delivery	Number of schools	Per cent*
Single teacher	9	11.0
Several teachers	73	89.0
Outside facilitators	2	2.4

*The categories in this table are not mutually exclusive therefore the total exceeds 100 per cent

The majority (n=73, 89 per cent) of schools said that SPHE/RSE is delivered by several teachers. There are 9 (11 per cent) schools which reported delivery is by a single teacher and 2 (2 per cent) said SPHE/RSE is delivered by outside facilitators (Table 2.12).

Table 2.13: Importance attached to SPHE/RSE in schools

Level of importance attached to SPHE/RSE in schools	Number of schools	Per cent
High	35	43.0
Medium	37	45.1
Low	10	12.2
Total	82	100.0

Table 2.13 shows that, of the 82 schools surveyed in response to a question on the level of importance that schools attached to SPHE/RSE, 35 schools (43 per cent) said that a high level of importance is attached to SPHE/RSE, 37 (45 per cent) said a medium level of importance, and 10 schools (12 per cent) said the level of importance is low.

The following Chapter outlines the main study results on awareness raising of domestic and sexual violence in post-primary schools for Junior and Senior Cycle pupils.

Chapter 3

RESULTS

AWARENESS RAISING OF DOMESTIC AND SEXUAL VIOLENCE

JUNIOR AND SENIOR CYCLES

3.1 Extent to which SPHE helps to raise awareness of domestic and sexual violence in the Junior Cycle.

In relation to raising awareness of domestic violence among Junior Cycle students, the majority (84 per cent) of schools said that SPHE helps to raise awareness of domestic violence either “a little” (50 per cent) or “not at all” (34 per cent) (Table 3.1).

In relation to sexual violence, the majority (81 per cent) of schools said that SPHE helps to raise awareness of sexual violence either “a little” (57 per cent) or “not at all” (24 per cent).

Table 3.1: Extent to which SPHE programme helps to raise awareness of domestic and sexual violence at Junior Cycle

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	Number	Per cent	Number	Per cent
A lot	13	15.9	14	18.7
A little	41	50.0	43	57.3
Not at all	28	34.1	18	24.0
Total*	82	100.0	75	100.0

*Totals are based on the number of valid responses to relevant items

3.2 Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence in the Senior Cycle.

When asked about raising awareness of domestic violence among Senior Cycle pupils, most schools did not consider SPHE/RSE to be effective for this purpose. Of the 82 schools surveyed, 45 (56 per cent) said the SPHE/RSE programme does not help at all, 27 (33 per cent) said it helps a little and 9 (11 per cent) said it helps a lot to raise awareness of domestic violence among pupils in Senior Cycle (Table 3.2).

Table 3.2: Extent to which SPHE/RSE programme helps to raise awareness of domestic and sexual violence at Senior Cycle

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	Number	Per cent	Number	Per cent
A lot	9	11.1	11	30.6
A little	27	33.3	17	47.2
Not at all	45	55.6	8	22.2
Total*	81	100.0	36	100.0

*Totals are based on the schools with valid responses to relevant items

In relation to raising awareness about sexual violence at Senior Cycle, 36 schools responded to this question⁵. Of this group, 17 (47 per cent) said that

⁵ Please see Section 2.7 of the Methodology chapter for a note on this issue.

SPHE/RSE helps to raise awareness about sexual violence a little, 11 (31 per cent) said it helps a lot and 8 (22 per cent) said it does not help.

Main conclusions

For most schools SPHE and RSE programmes, as they exist, have little or no effect on helping to raise awareness among post-primary pupils of either domestic or sexual violence. For both Junior and Senior Cycles, schools find awareness raising of domestic violence is poorer than for sexual violence. This is more so for the Senior than for the Junior Cycle.

In the following Chapter these issues are examined with data that have been collected to explore more fully schools' experiences in trying to raise awareness of domestic and sexual violence among Junior Cycle pupils, either through the existing curriculum such as the SPHE programme or the wider curriculum.

Chapter 4

RESULTS

AWARENESS RAISING OF DOMESTIC AND SEXUAL VIOLENCE

JUNIOR CYCLE

4.1 SPHE coverage of domestic and sexual violence - Junior Cycle

Domestic and sexual violence are complex and sensitive topics. Coverage of these topics, i.e. that all the main themes are dealt with and done so effectively, is an important factor when seeking to raise awareness of such violence among pupils. This section looks more closely at the relationship between how schools find the coverage of domestic and sexual violence in SPHE and their views on the potential for awareness raising of domestic and sexual violence in the programme.

Schools were asked how well they found the SPHE programme covers domestic and sexual violence for Junior Cycle pupils and the results are set out in Table 4.1.

A majority of schools indicated that domestic violence is covered poorly by the SPHE programme. Twenty-four (29 per cent) schools said it is covered quite poorly and 43 (52 per cent) said it is covered very poorly. A total of 15 (18 per cent) schools said domestic violence is covered either quite or very well by the SPHE programme.

In terms of the responses for coverage of sexual violence by SPHE, the majority of schools reported that the coverage of sexual violence is poor. Thirty-one (41 per cent) schools said that sexual violence is covered quite poorly and 28 (37 per cent) said that sexual violence is covered very poorly. Finally, 16 (21 per cent) schools said that the sexual violence topics are covered either quite well or very well by SPHE (Table 4.1).

Table 4.1: How well are domestic and sexual violence covered by SPHE at Junior Cycle?

How well covered?	Domestic Violence		Sexual Violence	
	Number	Per cent	Number	Per cent
Very well	4	4.9	5	6.7
Quite well	11	13.4	11	14.7
Quite poorly	24	29.3	31	41.3
Very poorly	43	52.4	28	37.3
Total*	82	100.0	75	100.0

*Totals are based on the number of valid responses to relevant items

4.2 Wider curriculum for Junior Cycle

Table 4.2a: Does the wider curriculum help to raise awareness of domestic and sexual violence?

Whether wider curriculum helps	Number of Schools	Per cent
Yes	36	43.9
No	46	56.1
Total*	82	100.0

*Totals are based on the number of valid responses to relevant items

Table 4.2b: How well the wider curriculum covers issues on domestic and sexual violence

How well covered	Number of Schools	Per cent
Very well	1	2.8
Quite well	7	19.4
Quite poorly	12	33.3
Very poorly	16	44.5
Total*	36	100.0

*Totals are based on the number of valid responses to relevant items

When asked whether the wider curriculum helps to raise awareness of domestic and sexual violence among Junior Cycle pupils, 46 schools (56 per cent) said it does not (Table 4.2a). Table 4.2b shows that, of the remaining 36 schools who felt that the wider curriculum does help to raise awareness of domestic and sexual violence, 8 (22 per cent) said domestic and sexual violence is covered either quite well or very well and 28 (78 per cent) said these issues are covered either quite poorly or very poorly.

4.3 Likelihood of SPHE to raise awareness of domestic and sexual violence in some schools rather than others

This section examines whether in certain types of schools, awareness raising and coverage of domestic or sexual violence through SPHE is more likely to be more effective than in others. The section begins by examining the relationship between these two issues, exploring whether schools with better coverage also enjoy better awareness raising of domestic and sexual violence in their SPHE programme. The section then examines whether these issues are influenced by context factors - school size, school denomination (single denomination or inter-denominational) or being a secondary school. This is with a view to determining whether these factors impact on the likelihood of awareness raising and coverage of domestic and sexual violence through SPHE is better in some types of schools than in others. Although the results should be interpreted with caution (see note on analysis and interpretation in Section 2.7), the indications from the results presented below are that none of the context factors impact systematically on the potential for schools to raise awareness of domestic and sexual violence.

As indicated in Table 3.1, most schools find that SPHE contributes either a little (50 per cent) or not at all (34 per cent) to raising awareness of domestic violence among Junior Cycle students and a little (57 per cent) or nothing at all (24 per cent) to sexual violence awareness raising. The data were examined to determine whether these experiences are affected by how well schools find SPHE covers material on domestic and sexual violence. The results are outlined in Table 4.3.

**Table 4.3: Extent to which SPHE helps to raise awareness of domestic and sexual violence by coverage in SPHE programme.
Count (per cent)**

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	Covered Well n (%)	Covered poorly n (%)	Covered Well n (%)	Covered poorly n (%)
A lot	7 (46.7)	6 (9.0)	9 (56.3)	5 (8.5)
A little	8 (53.3)	33 (49.3)	6 (37.5)	37 (62.7)
Not at all	0 (0)	28 (41.8)	1 (6.3)	17 (28.8)
Total*	15 (100.0)	67 (100.0)	16 (100.0)	59 (100.0)

* Totals are based on the schools with valid responses on relevant items

Of the 67 schools that said domestic violence is covered poorly in the SPHE programme, 28 (42 per cent) said there is no awareness raising through the programme, 33 (49 per cent) said it helps to raise awareness a little and 6 (9 per cent) said it helps to raise awareness a lot. A total of 15 schools said domestic violence is covered well by SPHE. Of this group, there were no schools that said the programme does not raise awareness of domestic violence at all. A total of 8 (53 per cent) schools said the programme addresses domestic violence a little while another 7 (47 per cent) said it helps to raise awareness a lot. Comparing the two groups, we see that schools that report domestic violence is covered poorly are far less likely to find that SPHE helps to raise awareness a lot. This difference between the schools is statistically significant ($p < .01$).

A total of 59 schools said that sexual violence is covered poorly by the SPHE programme. Of this group, 17 (29 per cent), said SPHE does not help to raise awareness of sexual violence, 37 (63 per cent) said it helps a little and 5 (9 per cent) said it helps a lot. In contrast, of the 16 schools that said sexual violence is covered well, 1 school (6 per cent) said SPHE does not help to raise awareness of sexual violence, 6 (38 per cent) said it helps a little and 9 (56 per cent) said it helps a lot. Comparing the results between these two groups, schools at which sexual violence is poorly covered are far less likely to report that SPHE helps to raise awareness of sexual violence than schools that have found it well covered. This difference is statistically significant ($p < .01$).

4.4 Awareness raising of domestic and sexual violence through SPHE by school size

In order to determine whether schools' size has an impact on the schools' experience of raising awareness of domestic and sexual violence, schools

were allocated into two size groups: the first group is composed of schools with 401 pupils or more (i.e. entitled "large") and the second group is composed of schools with 400 pupils or less (i.e. entitled "small"). The responses on awareness raising through the SPHE programme were examined according to these 2 school size categories and are presented in Table 4.4.

Table 4.4: Extent to which SPHE helps to raise awareness of domestic and sexual violence by school size. Count (per cent)

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	401 pupils or more n (%)	400 pupils or less n (%)	401 pupils or more n (%)	400 pupils or less n (%)
A lot	6 (13)	7 (19.4)	6 (14.6)	8 (23.5)
A little	22 (47.8)	19 (52.8)	23 (56.1)	20 (58.8)
Not at all	18 (39.1)	10 (27.8)	12 (29.3)	6 (17.6)
Total*	46 (100.0)	36 (100.0)	41 (100.0)	34 (100.0)

*Totals are based on the number of valid responses to relevant items

The results do not point to a clear relationship between awareness raising of domestic violence and school size. Of the 46 large schools, 22 (48 per cent) said that SPHE helps to raise awareness of domestic violence a little, 18 (39 per cent) said it does not help and 6 (13 per cent) said it helps a lot. Of the 36 small schools, 19 (53 per cent) said SPHE helps to raise awareness of domestic violence a little, 10 (28 per cent) said it does help and 7 (19 per cent) said it helps a lot.

Comparing responses from large and small schools for domestic violence, the results suggest that SPHE in smaller schools may be marginally more effective at helping to raise awareness of domestic violence as these schools are more likely to report that SPHE helps to raise awareness a lot and are also less likely to say that it does not help at all. These differences, however, are not statistically significant.

Regarding sexual violence, of the 41 large schools who provided information on these questions, 23 (56 per cent) said it helps to raise awareness of sexual violence a little, 12 (29 per cent) said it does not help and 6 (15 per cent) said it helps a lot. Of the 34 small schools involved, 20 (59 per cent) said SPHE helps to raise awareness of sexual violence a little, 8 (24 per cent) said it helps a lot and 6 (18 per cent) find that SPHE does not help at all.

Comparing the responses between large and small schools, the results suggest that small schools may well be more effective at helping to raise awareness of sexual violence through SPHE than large schools. Small schools are much more likely to find SPHE helps to raise awareness of sexual violence and less likely to say it does not help. The differences between large and small schools in relation to sexual violence awareness raising are statistically significant.

4.5 SPHE coverage of domestic and sexual violence by school size

Table 4.5 shows that, of the 36 smaller schools (400 pupils or less), 21 (58 per cent) said that coverage of domestic violence is very poor, 7 (19 per cent) said it is quite poor, and 8 (22 per cent) schools said that the coverage is dealt with either quite or very well.

Of the 46 large schools (401 pupils or more), 22 (48 per cent) said that the coverage of domestic violence in SPHE is very poor, 17 (37 per cent) said it is quite poor and 7 (15 per cent) said that the coverage of domestic violence is quite or very well done in SPHE.

Table 4.5: Coverage of domestic and sexual violence by SPHE by school size. Count (per cent)

Coverage by SPHE	Domestic Violence		Sexual Violence	
	401 pupils or more n (%)	400 pupils or less n (%)	401 pupils or more n (%)	400 pupils or less n (%)
Quite/very well	7 (15.2)	8 (22.2)	8 (19.5)	8 (23.5)
Quite poorly	17 (37.0)	7 (19.4)	18 (43.9)	13 (38.2)
Very poorly	22 (47.8)	21 (58.3)	15 (36.6)	13 (38.2)
Total*	46 (100.0)	36 (100.0)	41 (100.0)	34 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 4.5 also sets out the results in relation to coverage of sexual violence and there are no indications of a clear relationship between coverage and school size. Of the 34 smaller schools that provided information on these issues, 13 (38 per cent), said that sexual violence is covered quite poorly while another 13 (38 per cent) said it is covered very poorly by the SPHE programme. There were 8 schools (24 per cent) that said that sexual violence is covered either quite or very well by the programme.

The analyses of the 41 large schools shows that 18 of these schools (44 per cent) said sexual violence is covered quite poorly, 15 (37 per cent) said it is covered very poorly and 8 schools (20 per cent) said it is covered either quite or very well.

Comparing the responses given by small and large schools, there is no significant differences between these groups. This applies to both domestic and sexual violence.

4.6 Extent to which SPHE helps to raise awareness of domestic and sexual violence by single denomination or inter-denominational schools

The literature is not clear on how, if at all, the type of denomination associated with a school would affect the school's thinking on social personal development issues or on awareness raising in general. However, single denomination schools may differ from others due to the fact that they tend to

be more established or traditional schools. Consequently, the schools' data were grouped according to whether they were single denomination or not. Accordingly, the analyses examined whether schools found the extent to which SPHE helps raise awareness of domestic and sexual violence differs when a school is a single denomination school or not. The results of these analyses are set out in Table 4.6.

Table 4.6: Extent to which SPHE helps to raise awareness of domestic and sexual violence by single denomination and inter-denominational schools. Count (per cent)

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	Single denomination n (%)	Inter-denominational n (%)	Single denomination n (%)	Inter-denominational n (%)
A lot	7 (19.4)	6 (13.0)	5 (15.6)	9 (20.9)
A little	17 (47.2)	24 (52.2)	18 (56.3)	25 (58.1)
Not at all	12 (33.3)	16 (34.8)	9 (28.1)	9 (20.9)
Total*	36 (100.0)	46 (100.0)	32 (100.0)	43 (100.0)

*Totals are based on the number of valid responses to relevant items

The indications are that denomination does not impact on the schools' awareness raising of either domestic or sexual violence. Of the 46 inter-denominational schools, 24 (52 per cent) said that SPHE helps to raise awareness of domestic violence a little, 16 (35 per cent) said it does not help at all and 6 (13 per cent) said it helps a lot. Of the 36 single denomination schools, 17 (47 per cent) said SPHE helps to raise awareness of domestic violence a little, 12 (33 per cent) said it does not help at all and 7 (19 per cent) said it helps a lot. Comparing responses from the two types of schools, the results suggest that SPHE in single denomination schools may be slightly more effective at helping to raise awareness of domestic violence as those schools are more likely to report that SPHE helps to raise awareness a lot. However, these are not statistically significant differences.

With regard to sexual violence, of the 32 single denomination schools involved, 18 (56 per cent) said that SPHE helps to raise awareness of sexual violence a little, 9 (28 per cent) said it does not help at all and 5 (16 per cent) said it helps to a lot. Of the 43 inter-denominational schools, 25 (58 per cent) reported that it helps a little, 9 (21 per cent) said it helps a lot and another 9 (21 per cent) find that it does not help at all. Comparing the results suggests that SPHE in inter-denominational schools may be somewhat more effective at helping to raise awareness of sexual violence as those schools are more likely to report that SPHE helps to raise awareness of sexual violence a lot and less likely to report it does not help at all. There are no statistically significant differences in the data.

4.7 SPHE coverage of domestic and sexual violence - single denomination and inter-denominational schools

The data were also analysed to examine whether single denomination schools and inter-denominational schools experience the coverage by the SPHE programme of domestic and sexual violence differently. The results of these analyses are outlined in Table 4.7.

Table 4.7: SPHE coverage of domestic and sexual violence by single denomination and inter-denominational schools. Count (per cent)

SPHE coverage	Domestic Violence		Sexual Violence	
	Single denomination n (%)	Inter-denominational n (%)	Single denomination N (%)	Inter-denominational n (%)
Quite/very well	6 (16.7)	9 (19.5)	6 (18.8)	10 (23.3)
Quite poor	14 (38.9)	10 (21.7)	13 (40.6)	18 (41.9)
Very poor	16 (44.4)	27 (58.7)	13 (40.6)	15 (34.9)
Total*	36 (100.0)	46 (100.0)	32 (100.0)	43 (100.0)

*Totals are based on the number of valid responses to relevant items

With regard to domestic violence, of the 36 single denomination schools that responded to these questions, 16 (44 per cent) said domestic violence is covered very poorly by SPHE, 14 (39 per cent) said domestic violence is covered quite poorly and 6 (17 per cent) said coverage by the SPHE programme is quite or very well done. Of the 46 inter-denominational schools, 27 (59 per cent) said that SPHE covers domestic violence very poorly, 10 (22 per cent) said SPHE covers it quite poorly and 9 (20 per cent) said the coverage of domestic violence in SPHE is quite well or very well done. Comparing responses from the two types of schools, no clear pattern emerges. While more inter-denominational than single denomination schools report that domestic violence is covered very poorly by SPHE, inter-denominational schools are more likely than single denomination ones to say that coverage of domestic violence is done quite or very well. The differences reported are not statistically significant.

In relation to sexual violence, of the 32 single denomination schools that responded to these items, 26 schools (81 per cent) said that sexual violence is covered either quite or very poorly by SPHE. Six schools (19 per cent) said that this coverage is dealt with either quite well or very well. Among the 43 inter-denominational schools, 18 (42 per cent) said that coverage of sexual violence is quite poor, 15 (35 per cent) said that it is very poor and 10 (23 per cent) said that it is quite or very well done by SPHE. While inter-denominational schools are more likely than single denomination ones to report better coverage and are less likely to report very poor coverage, these are not statistically significant differences.

4.8 Extent to which SPHE helps to raise awareness of domestic and sexual violence by secondary schools compared with other school types

The data were examined for whether secondary schools respond differently to other types of schools (e.g. vocational schools and community colleges, comprehensive and community schools, etc) in relation to the extent to which SPHE helps to raise awareness of domestic and sexual violence. These different types of schools have a lot in common, but the management structure and the history can also differ. The results are outlined in Table 4.8.

Table 4.8: Extent to which SPHE helps to raise awareness of domestic and sexual violence by whether schools are secondary or other types. Count (per cent)

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	Secondary Schools n (%)	Other School Types n (%)	Secondary Schools n (%)	Other School Types n (%)
A lot	7 (13.0)	6 (21.4)	7 (14.0)	7 (28.0)
A little	26 (48.1)	15 (53.6)	31 (62.0)	12 (48.0)
Not at all	21 (38.9)	7 (25.0)	12 (24.0)	6 (24.0)
Total*	54 (100.0)	28 (100.0)	50 (100.0)	25 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 4.8 shows that of the 54 secondary schools, 26 (48 per cent) said that SPHE helps to raise awareness of domestic violence a little, 21 (39 per cent) said it does not help at all and 7 (13 per cent) said it helps a lot. Of the 28 other schools, 15 (54 per cent) said SPHE helps to raise awareness of domestic violence a little, 7 (25 per cent) said it does not help at all and 6 (21 per cent) said it helps a lot. Comparing responses from the schools, it may be that SPHE in secondary schools is slightly less effective at helping to raise awareness of domestic violence when compared to other school types. Secondary schools are less likely to report that SPHE helps to raise awareness a lot and more likely to report that it does not help at all. However these differences are not statistically significant.

In relation to sexual violence, of the 50 secondary schools involved, 31 (62 per cent) schools said that SPHE helps to raise awareness a little, 12 (24 per cent) said it does not help at all and 7 (14 per cent) said it helps a lot (Table 4.8). Turning to the 25 other types of schools, the majority, 12 schools (48 per cent) said that SPHE helps to raise awareness of sexual violence a little, 7 (28 per cent) said it helps a lot and 6 (24 per cent) reported that it does not help at all. Again a comparison of the results between the school types suggests that secondary schools may be less effective than other types of school at helping to raise awareness of sexual violence. However, while secondary schools are less likely to report that SPHE helps to raise awareness a lot, there are no differences between the school types in terms of SPHE not helping to raise awareness. The differences between the school types in relation to responses on sexual violence are not statistically significant.

4.9 SPHE coverage of domestic and sexual violence by secondary school and other school types

In relation to how well schools find SPHE covers domestic violence, the data were examined to determine if secondary schools' experience are different to that of other types of schools. The results are outlined in Table 4.9.

Table 4.9: SPHE coverage of domestic and sexual violence by secondary school and other school types. Count (per cent)

SPHE coverage	Domestic Violence		Sexual Violence	
	Secondary Schools n (%)	Other School Types n (%)	Secondary Schools n (%)	Other School Types n (%)
Quite/very well	10 (18.6)	5 (17.9)	10 (20.0)	6 (24.0)
Quite poor	20 (37.0)	4 (14.3)	22 (44.0)	9 (36.0)
Very poor	24 (44.4)	19 (67.9)	18 (36.0)	10 (40.0)
Total*	54 (100.0)	28 (100.0)	50 (100.0)	25 (100.0)

*Totals are based on the number of valid responses to relevant items

In relation to domestic violence, of the 54 secondary schools that responded to these questions, 24 (44 per cent) said that coverage of SPHE is very poor, 20 (37 per cent) said that domestic violence is covered quite poorly and 10 (19 per cent) said it is covered well or very well by SPHE. Of the 28 other types of schools that provided information on these questions, 19 (68 per cent) said domestic violence is covered very poorly, 4 (14 per cent) said it is covered quite poorly and 5 (18 per cent) said that SPHE covers domestic violence very or quite well. Comparing responses from the two groups of schools, secondary schools are less likely than other school types to report very poor coverage of domestic violence in SPHE.

With regard to sexual violence, of the 50 secondary schools that provided information on these questions, 18 (36 per cent) said that SPHE coverage is very poor, 22 (44 per cent) said coverage is quite poor and 10 (20 per cent) said that it is quite or very well done through SPHE. Of the 25 other school types which have given information on these issues, 10 (40 per cent) said coverage is very poor, 9 (36 per cent) said it is quite poor and 6 (24 per cent) said sexual violence is quite or very well covered by SPHE.

There are no significant differences between the schools types in relation to these results for domestic and sexual violence.

4.10 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE

In relation to domestic violence the most frequently reported challenges by schools in raising awareness of such violence among Junior Cycle students are

- an overcrowded school curriculum (69 per cent),
- the pressure of examinations (69 per cent)
- that parents may be opposed to the school dealing with the domestic violence (43 per cent).

Unfortunately, an error in the interviewing meant these questions were not asked about sexual violence.

With the aim of exploring these ideas further, analyses were undertaken to examine how different types of resources might impact on the school's experience of how much awareness of domestic and sexual violence can be raised through SPHE. The results of the analyses are reported in the following section.

4.10.1 *Support from SPHE Support Services in awareness raising*

The first area of analysis examines the extent of support with developing teaching materials. To date domestic and sexual violence have not been themes incorporated into the SPHE programme. Consequently should schools need to address these issues, the lesson plans and teaching materials would need to be specifically developed for this purpose. The SPHE Support Service (Post Primary) is a support structure developed by the Department of Education and Skills and the Department of Health. The service assists teachers and their schools in the implementation of the curriculum. The following outlines the results in relation to the extent of help that schools report they have received from SPHE support services with developing teaching materials on domestic and sexual violence.

Table 4.10 sets out that, of the 82 participating schools, 50 (61 per cent) said they had not received any help at all with preparing teaching/awareness raising materials on domestic violence and 21 (26 per cent) said they had received a little help. The smallest group, comprising 11 schools (13 per cent), said they received a lot of help.

With regard to sexual violence, of the 75 schools that responded, 41 of these (55 per cent) said that they had received no help at all, 23 (31 per cent) said they received a little help and 11 (15 per cent) reported receiving a lot of help in relation to preparing materials on sexual violence.

Table 4.10: Support with developing teaching materials on domestic and sexual violence. Count (per cent)

Amount of support	Schools receiving help with developing materials on domestic violence		Schools receiving help with developing materials on sexual violence	
	Number	Per cent	Number	Per cent
A lot	11	13.4	11	14.7
A little	21	25.6	23	30.7
Not at all	50	61.0	41	54.7
Total*	82	100.0	75	100.0

*Totals are based on the number of valid responses to relevant items

Table 4.11 below sets out that, of the 50 schools that said they had no help at all from SPHE Support Services in developing materials to teach about domestic violence, a majority, 28 (56 per cent) schools, said that the SPHE programme does not help at all to raise awareness of domestic violence, 18 (36 per cent) said it helps a little while 4 (8 per cent) said it helps a lot.

Table 4.11: Extent to which SPHE helps to raise awareness of domestic and sexual violence by whether or not had help from SPHE Support Services. Count (per cent)

Extent SPHE helps to raise awareness	Domestic Violence			Sexual Violence		
	A lot of help n (%)	A little help n (%)	No help at all n (%)	A lot of help n (%)	A little help n (%)	No help at all n (%)
A lot	4 (36.4)	5 (23.8)	4 (8.0)	4 (36.4)	4 (17.4)	4 (9.8)
A little	7 (63.6)	16 (76.2)	18 (36.0)	7 (63.6)	11 (47.8)	18 (43.9)
Not at all	0 (0)	0 (0)	28 (56.0)	0 (0)	8 (34.8)	19 (46.3)
Total*	11 (100.0)	21 (100.0)	50 (100.0)	11 (100.0)	23 (100.0)	41 (100.0)

*Totals are based on the number of valid responses to relevant items

In contrast, of the 11 schools that received a lot of support from SPHE Support Services in developing materials to teach about domestic violence, no school said SPHE does not help to raise awareness of domestic violence. Seven (64 per cent) schools said SPHE helps a little and 4 (36 per cent) said it helps a lot.

Of those who said they received a little help from SPHE Support Services (n=21), 16 (76 per cent) said the SPHE programme helps to raise awareness a little and 5 (24 per cent) said it helps a lot.

Taken together these results suggest that schools feel better equipped to deal with the topic of domestic violence the more they are supported by SPHE Support Services in the development of teaching materials for the area. These results are statistically significant ($p < .01$).

Table 4.11 also sets out the results for sexual violence. Of the 41 schools that said they received no help at all from SPHE Support Services with developing teaching materials for sexual violence, 19 (46 per cent) said that the SPHE programme does not help to raise awareness of sexual violence,

18 (44 per cent) said it helps a little and 4 schools (10 per cent) said it helps a lot.

In contrast, of the 11 schools that reported receiving a lot of support from SPHE Support Services to develop teaching materials on sexual violence, no school said that the SPHE programme does not help to raise awareness of sexual violence. All of this group said that the SPHE programme helps to raise awareness of sexual violence either a little (64 per cent) or a lot (36 per cent). These results highlight that schools also feel better equipped to address the area of sexual violence with pupils when they receive help from the SPHE Support Services. These differences are statistically significant ($p < .05$).

During the survey information was also collected on help given by the SPHE Regional Development Officers (RDOs) to schools in relation to developing materials for either domestic or sexual violence. There are no indications in the results that the extent of help or the different types of help given by RDOs impacts upon the schools' efforts to raise awareness of domestic and sexual violence.

4.10.2 Whether level of help from SPHE Support Services is sufficient for schools' needs

Schools will vary with regard to their capacity to develop materials for the purpose of raising awareness of domestic and sexual violence. For example, teachers will vary with regard to the training they have had in areas relating to such violence. Additionally, some schools will have more resources or may prioritise the use of 'off-the-shelf' solutions. Hence while schools may receive a lot of attention from SPHE Support Services, this does not necessarily mean that this is sufficient to meet their needs. Consequently, not only the amount of help but whether it is sufficient for the schools' needs is likely to be a relevant factor to be considered.

Table 4.12: Whether level of help from SPHE Support Services is sufficient for schools' needs. Count (per cent)

Level of sufficiency of help received	Domestic Violence		Sexual Violence	
	Number	Per cent	Number	Per cent
Completely	23	28.0	21	28.0
Partially	17	20.7	16	21.3
Not at all	42	51.2	38	50.7
Total*	82	100.0	75	100

***Totals are based on the number of valid responses to relevant items**

As set out in Table 4.12 and examining first whether schools feel the help they received from SPHE Support Services was sufficient for developing materials for domestic violence, 23 (28 per cent) schools said this was completely sufficient. Another 17 (21 per cent) said the support they had received was partially sufficient and 42 (51 per cent) said it was not at all sufficient for their needs.

With regard to the level of help for developing materials for sexual violence, 21 (28 per cent) said it was completely sufficient, 16 (21 per cent) said the help they received was partially sufficient and 38 (51 per cent) said the help they received was not at all sufficient for the purpose of developing materials to raise awareness of sexual violence.

4.10.3 Whether level of help from SPHE Support Services facilitates awareness raising

The data were examined to determine whether support could be found for the idea that the level of help with developing teaching materials from the SPHE Support Services impacts on schools' experience of raising awareness of domestic and sexual violence. The analyses looked at whether schools that had sufficient help from SPHE Support Services found raising awareness of domestic and sexual violence easier than schools that said the help was partially sufficient and schools that said the help was insufficient.

The indications from the results are that the sufficiency of SPHE Support Services makes a difference to the school's experience of the SPHE programme in helping to raise awareness of both domestic and sexual violence. Focussing first on domestic violence, as can be seen from Table 4.13, of the 42 schools that said that SPHE Support Services' help was not at all sufficient, a majority of 23 schools (55 per cent) said that the SPHE programme does not help to raise awareness of domestic violence. A further 17 (41 per cent) schools said the programme helps to raise awareness a little and, by far the smallest group comprising 2 (5 per cent) schools, said the programme helps a lot.

Of the 23 schools that said the level of support from the SPHE Support Services was completely sufficient, 12 (52 per cent) schools in this group said that the SPHE programme helps to raise awareness a little or and 7 (30 per cent) said it helps a lot. There were 4 (17 per cent) schools in this group which said that the programme does not help to raise awareness of domestic violence.

Finally, of the 17 schools that said SPHE support was partially sufficient, 12 (71 per cent) reported that SPHE programme helps to raise awareness of domestic violence a little, 4 (24 per cent) said it helps to raise awareness a lot and 1 (6 per cent) school said it does not help at all.

Comparing the responses between the groups of schools, schools reporting greater levels of help from SPHE Support Services were more likely to report greater awareness raising with regard to domestic violence. These are statistically significant results ($p < .01$).

Table 4.13: Extent of awareness raising by the schools' reports of adequacy of help from SPHE Support Services. Count (per cent)

Extent SPHE helps to raise awareness	Extent support meets needs Domestic Violence			Extent support meets needs Sexual Violence		
	Completely n (%)	Partially n (%)	Not at all n (%)	Completely n (%)	Partially n (%)	Not at all n (%)
A lot	7 (30.4)	4 (23.5)	2 (4.8)	8 (38.1)	5 (31.3)	1 (2.6)
A little	12 (52.2)	12 (70.6)	17 (40.5)	13 (61.9)	10 (62.5)	20 (52.6)
Not at all	4 (17.4)	1 (5.9)	23 (54.8)	0 (0)	1 (6.3)	17 (44.7)
Total*	23 (100.0)	17 (100.0)	42 (100.0)	21 (100.0)	16 (100.0)	38 (100.0)

*Totals are based on the number of valid responses to relevant items

A similar pattern to domestic violence is found for sexual violence. Of the 38 schools that said the level of help from SPHE was not at all sufficient for their needs, 20 (53 per cent) said that SPHE helps to raise awareness of sexual violence a little while 17 (45 per cent) said it does not help at all. Only 1 (3 per cent) school in this group that said SPHE helps to raise awareness of sexual violence a lot.

In contrast, among the 21 schools that said the level of help from SPHE Support Services was completely sufficient for their needs, no school in this group found the SPHE programme does not help to raise awareness of sexual violence. Furthermore, 13 schools (62 per cent) said the programme helps to raise awareness of sexual violence a little and 8 schools (38 per cent) said it helps a lot.

Comparing the schools responses, those that reported greater levels of help from SPHE Support Services were more likely to report greater awareness raising with regard to sexual violence. These are statistically significant results ($p < .01$).

Also of relevance is that fact that neither the amount of contact nor the change in the amount of contact schools have with SPHE Support Services seems to affect schools' reports of SPHE raising awareness of domestic violence. This information for sexual violence is not available in the data set.

4.10.4 SPHE Support Service Training

SPHE (and RSE) programmes require teachers to make a distinctive shift in teaching methods from that of the teacher as instructor to teacher as a facilitator of learning (Department of Education and Science, 1997). Dealing with issues such as domestic and sexual violence requires a similar approach. The learning environment requires a high level of commitment and competence to deal with sensitive issues and topics. In order to capture this, the survey covered schools' participation in training offered by SPHE Support Services with the aim of examining the impact on the schools' ability to raise awareness of domestic and sexual violence.

The teachers' familiarity with the issues relating to domestic and sexual violence is likely to be a facilitating factor for schools that want their student body to be well informed about these forms of violence. In order to ascertain whether schools have benefited from this, the survey covered training of staff in relation to a range of in-service training courses provided by SPHE Support Services. It should be noted however that currently there are no SPHE training courses that deal specifically with domestic or sexual violence.

Table 4.14: School staff participation in SPHE training courses

SPHE Course title	No. of schools (n=65)	Per cent
SPHE Introduction	46	70.8
Junior Cycle RSE	37	56.9
Senior Cycle RSE (2 days)	28	43.1
Emotional - mental health	28	43.1
Bullying	28	43.1
SPHE Continuation	26	40.0
Substance use and smoking cessation	25	38.5
Sexuality and sexual orientation	22	33.8
SPHE Co-ordinator training	22	33.8
Personal/internet safety	21	32.3
Mental health through SPHE	19	29.2
Child protection guidelines - dedicated liaison personnel training	16	24.6
Bereavement and loss	15	23.1
Physical health	14	21.5
Self management/study/stress	8	12.3
RSE policy development	7	10.8
Other SPHE courses	7	10.8
SPHE and boys	5	7.7

Of the entire sample, 65 (79 per cent) schools participated in SPHE training in the twelve months prior to the survey. The details regarding the SPHE courses which schools participated in are outlined in Table 4.14. Of the 65 schools involved, the three most frequently attended courses were SPHE Introduction (71 per cent), Junior Cycle RSE (57 per cent) and Senior Cycle RSE (43 per cent). Emotional/mental health and bullying are also attended by 28 schools (43 per cent).

Each of these courses was subsequently included in the data analyses in order to examine whether school staff participating in these courses would view SPHE in relation to awareness raising of domestic violence and sexual violence differently to those who have not participated in the training courses. The findings are that the SPHE *Sexuality and Sexual Orientation* course is the only course that plays a role in raising awareness and that this awareness raising relates to domestic violence. The analyses examined whether schools that had members of staff which had participated in this course reported different experiences or raising awareness of domestic or sexual violence,

than schools that had not participated. These results are presented in Table 4.15.

Table 4.15: Extent to which SPHE helps to raise awareness by schools' participation in SPHE Sexuality and Sexual Orientation course. Count (per cent)

Extent SPHE helps to raise awareness	Domestic Violence		Sexual Violence	
	Participation n (%)	No participation n (%)	Participation n (%)	No participation n (%)
A lot	5 (22.7)	3 (7.0)	4 (20.0)	7 (17.5)
A little	12 (54.5)	23 (53.5)	11 (55.0)	22 (55.0)
Not at all	5 (22.7)	17 (39.5)	5 (25.0)	11 (27.5)
Total*	22 (100.0)	43 (100.0)	20 (100.0)	40 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 22 schools that participated in the SPHE *Sexuality and Sexual Orientation* course, 5 (23 per cent) said that the SPHE programme helps a lot to raise awareness of domestic violence, 12 (55 per cent) said it helps a little and 5 (23 per cent) said it does not help at all. This contrasts with the 43 schools that did not participate in the *Sexuality and Sexual Orientation* course: 3 (7 per cent) said the SPHE programme helps a lot to raise awareness of domestic violence, 23 (54 per cent) said it helps a little and 17 (40 per cent) said it does not help at all. Comparing the responses reveals that schools that participated in the *Sexuality and Sexual Orientation* course are significantly less likely to report that the SPHE programme helps raise awareness of domestic violence to a low extent and more likely to report it helps raise awareness to a high extent ($p < .01$).

With regard to sexual violence, of the 20 schools that participated in the *Sexuality and Sexual Orientation* course and provided information on awareness raising, 4 (20 per cent) said SPHE helps to raise awareness of sexual violence a lot, 11 (55 per cent) said it helps a little and 5 (25 per cent) said it does not help at all. Of the 40 schools that did not participate in the course, 7 (18 per cent) said SPHE helps a lot to raise awareness of sexual violence, 22 (55 per cent) said it helps a little and 11 (28 per cent) said it does not help at all.

With regard to comparisons there is no discernible pattern in the data between the schools that participated in the course and those that did not in relation to raising awareness of sexual violence through SPHE.

The survey also covered how satisfied schools are with various aspects of the training: the range of topics covered in the SPHE course; the timing of the training course in the school year; the location or venue of the course; and the balance between theory and practice in the course. The results indicate that satisfaction with these aspects of the SPHE course is not related to schools' views on the extent to which the SPHE programme helps to raise awareness of domestic violence in the Junior Cycle.

4.11 Creating an environment of respect for Junior Cycle students

Generally speaking schools are very aware of the link between children's safety and reducing forms of violence such as domestic and sexual violence. While raising awareness of domestic and sexual violence in schools is generally a much needed activity, tackling abusive attitudes and behaviour that perpetuate these forms of violence requires a large commitment from schools. Schools' commitment to SPHE is very important to creating a supportive school climate for promoting social and personal health (Geary and McNamara, 2002) and, therefore, is likely to be an important basis for fostering a dimension of school life that addresses domestic and sexual violence.

The data were examined to determine whether there is support for the idea that schools committed to developing this dimension of school life are more likely to report that SPHE helps to raise awareness of domestic and sexual violence. To do this the study examined the implications of several factors that would indicate this commitment such as having in place an SPHE and/or RSE policy in the school, the involvement of key staff in policy development, and the overall importance attached by the school to SPHE. Each of these are activities relevant to creating an ethos of support for subject areas such as SPHE (Geary and McNamara, 2003). This section begins by examining whether schools that have an SPHE policy find their experiences of raising awareness through SPHE is different to schools that do not have an SPHE policy in place.

4.11.1 The existence of an SPHE policy

Schools were asked in the survey whether in their opinion, having a formal SPHE policy in the school would make it more difficult for the school to raise awareness of domestic and sexual violence. Of those surveyed, 45 per cent said that a school without such a policy would have problems raising awareness of domestic or sexual violence while the remaining 55 per cent said that the absence of a policy would not lead to these problems. This opinion data was supplemented with further examination to establish whether the actual existence of a formal SPHE policy in a school affects how schools experience awareness raising of domestic and sexual violence and the results are set out in Table 4.16.

Table 4.16: Extent to which SPHE helps to raise awareness of domestic and sexual violence by whether school has SPHE policy. Count (per cent)

Extent SPHE helps to raise awareness	Domestic violence n (%)		Sexual Violence n (%)	
	Has SPHE policy	No SPHE policy	Has SPHE policy	No SPHE policy
A lot	10 (16.9)	3 (13.0)	10 (18.5)	4 (19.0)
A little	30 (50.8)	11 (47.8)	32 (59.3)	11 (52.4)
Not at all	19 (32.2)	9 (39.1)	12 (22.2)	6 (28.6)
Total*	59 (100.0)	23 (100.0)	54 (100.0)	21 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 59 schools that have a formal SPHE policy in place, 10 (17 per cent) said having such a policy helps the SPHE programme to raise awareness of domestic violence among Junior Cycle pupils a lot, 30 (51 per cent) said it helps a little and 19 (32 per cent) said it does not help at all. Of the 23 schools that do not have a policy in place, 3 (13 per cent) found the SPHE programme helps to raise awareness of domestic violence a lot, 11 (48 per cent) found it helps a little and 9 (39 per cent) said it does not help at all. On comparing these groups of results, the main conclusion to be drawn is that it is not clear what, if any, effect having a formal SPHE policy has on the school's experience of awareness raising of domestic violence for Junior Cycle pupils.

Table 4.16 also outlines these results with regard to sexual violence and a similar outcome to domestic violence is shown by the data. Of the 54 schools that have a formal policy on SPHE, 10 (19 per cent) find that the SPHE programme helps to raise awareness of sexual violence a lot, 32 (59 per cent) said it helps a little and 12 (22 per cent) said it does not help. Of the 21 schools that do not have such a policy, 4 (19 per cent) reported that the SPHE programme helps to raise awareness of sexual violence a lot, 11 (52 per cent) reported it helps a little and 6 (29 per cent) schools said it does not help at all.

On the one hand, schools with a formal SPHE policy are less likely to find the SPHE programme does not help to raise awareness of either domestic or sexual violence; on the other hand, there is little difference between schools which have and have not a policy with regard to raising awareness a lot. Overall the differences between schools with regard to their experiences of awareness raising of domestic and sexual violence do not appear to be influenced by whether or not the school has a formal SPHE policy in place.

4.11.2 Existence of an RSE policy

There was also an examination of whether having a formal RSE policy in place makes a difference. Table 4.17 summarises the results of the analyses. Again, there is no clear pattern of results with regard to a link between the existence of such a policy in schools and the extent to which schools find that

the SPHE programme helps to raise awareness of domestic and sexual violence.

Table 4.17: Extent to which SPHE helps to raise awareness of domestic and sexual violence by whether school has RSE policy

Extent SPHE helps to raise awareness	Domestic Violence n (%)		Sexual Violence n (%)	
	Has RSE policy	No RSE policy	Has RSE policy	No RSE policy
A lot	9 (14.3)	3 (16.7)	9 (15.3)	5 (33.3)
A little	31 (49.2)	10 (55.6)	35 (59.3)	7 (46.7)
Not at all	23 (36.5)	5 (27.8)	15 (25.4)	3 (20.0)
Total*	63 (100.0)	18 (100.0)	59 (100.0)	15 (100.0)

*Totals are based on the number of valid responses to relevant items

With regard to domestic violence, of the 63 schools that have a formal RSE policy, 9 (14 per cent) found the SPHE programme helps to raise awareness a lot, 31 (49 per cent) schools found it helps raise awareness a little and 23 schools (37 per cent) said that it does not help. Turning to the 18 schools that do not have such a policy, 3 (17 per cent) found the SPHE programme helps to raise awareness of domestic violence a lot, 10 (56 per cent) found it helps a little and 5 (28 per cent) said it does not help at all. Comparing the results suggests there is no clear pattern with regard to raising awareness of domestic violence and having a formal RSE policy in place.

With regard to sexual violence, of the 59 schools which have a formal RSE policy in place and provided relevant information on awareness raising, 9 (15 per cent) said the SPHE programme helps to raise awareness a lot, 35 (59 per cent) said it helps a little and 15 (25 per cent) said it does not help. Of the 15 schools that do not have such a policy in place, 5 (33 per cent) said the SPHE programme helps to raise awareness of sexual violence a lot, 7 (47 per cent) report that it helps a little and 3 (20 per cent) reported it does not help. Again no clear pattern emerges from the data. Schools without a formal RSE policy are more likely to report high levels of awareness raising on sexual violence; but for low levels of awareness raising the differences between schools with and without a policy are relatively minor.

4.11.3 Involvement of key staff in SPHE and RSE policy development

The leadership and involvement of key staff, such as the Principal, is an important factor in sustaining a supportive environment for the roll-out of SPHE - and any other subjects with a personal and social development dimension. Consequently, as another indicator of the school's ethos on the importance of raising awareness of these issues, the survey examined the involvement of the school Head or Principal in the development of the SPHE and RSE policies. The analyses examined whether schools, in which the school Head or Principal was involved a lot in SPHE or RSE policy development, found awareness raising of domestic and sexual violence was any different to those schools in which the school Head or Principal was involved to a little extent or even not at all in SPHE or RSE policy

development. This question was posed to schools that said they have either a formal or an informal policy. The results are outlined in Table 4.18.

4.11.4 Involvement of the School Head or Principal in SPHE policy development

Table 4.18 shows that, of the 38 schools that said the school Head or Principal is involved a lot in the development of the school's SPHE policy, 8 (21 per cent) schools said that the SPHE programme helps to raise awareness of domestic violence a lot, 19 (50 per cent) said it helps to raise awareness a little and 11 (29 per cent) said it does not help at all. In contrast, of the 30 schools in which the school Head or Principal had been involved a little or not at all in the development of the school's SPHE policy, 1 (3 per cent) found that the SPHE programme helps to raise awareness of domestic violence a lot, 16 (53 per cent) found that it helps a little and 13 (43 per cent) said it does not help at all.

Table 4.18: Extent to which SPHE raises awareness of domestic and sexual violence by involvement of School Head or Principal in the development of SPHE policy. Count (per cent)

Extent SPHE helps to raise awareness	Domestic violence n (%)		Sexual Violence n (%)	
	A lot of involvement of school Head	A little or no involvement of school Head	A lot of involvement of school Head	A little or no involvement of school Head
A lot	8 (21.1)	1 (3.3)	8 (22.2)	4 (14.3)
A little	19 (50.0)	16 (53.3)	17 (47.2)	20 (71.4)
Not at all	11 (28.9)	13 (43.3)	11 (30.6)	4 (14.3)
Total*	38 (100.0)	30 (100.0)	36 (100.0)	28 (100.0)

* Totals are based on the number of valid responses to relevant items and include those who have either a formal or an informal policy.

The results suggest that in relation to domestic violence, schools with high levels of involvement by the school Head or Principal in SPHE policy development are more likely than schools with low levels of such involvement to find that the SPHE programme helps to raise awareness a lot and are less likely to say that the programme does not help at all. These results are statistically significant ($p < .1$).

Table 4.18 also outlines the results regarding raising awareness of sexual violence. Of the 36 schools that reported their Head or Principal had been involved a lot in the development of their SPHE policy, 8 (22 per cent) said the SPHE programme helps to raise awareness of sexual violence a lot, 17 (47 per cent) said it helps a little and 11 (31 per cent) said it does not help at all. For the 28 schools that said the school Head or Principal had little or no involvement in the development of the SPHE policy, 4 (14 per cent) said that the SPHE programme helps to raise awareness of sexual violence a lot, 20 (71 per cent) said it helps a little and 4 (14 per cent) said it does not help. The results for sexual violence are not statistically significant.

Overall the data does not support the idea of a linear relationship between the extent to which the SPHE programme helps to raise awareness of sexual

violence and the level of involvement by the school Head or Principal. Schools where the school Head or Principal has been involved a lot in SPHE policy development are more likely to say awareness raising of sexual violence occurs 'a lot'. However these schools are also more likely to say awareness raising of sexual violence does not occur at all. Noteworthy also is that there is also no link with the involvement of the school guidance counsellor.

4.11.5 Involvement of the School Head or Principal in RSE policy development

Analyses were undertaken to examine the effect of the school Head or Principal's involvement in the development of the RSE policy. The results indicate no clear pattern between the school Head or Principal's involvement in RSE policy development and the school's experiences of SPHE helping to raise awareness of domestic violence. Table 4.19 gives the results of these analyses. A total of 45 schools⁶ said the school Head or Principal had been involved a lot in the development of the RSE policy and of this group 8 (18 per cent) said that SPHE helps to raised awareness of domestic violence a lot, 22 (49 per cent) said it helps a little and 15 (33 per cent) said it does not help at all. Of the 21 schools that said the school Head or Principal had been involved a little or not at all in the development of the school's RSE policy, 1 (5 per cent) said that SPHE helps to raise awareness of domestic violence a lot, 11 (52 per cent) said it helps a little and 9 (43 per cent) said that it does not help at all. There are no statistically significant differences between the groups.

Table 4.19: Extent of SPHE awareness raising of domestic and sexual violence by extent of involvement of School Head or Principal in the development of RSE policy. Count (per cent)

Extent SPHE helps to raise awareness	Domestic violence n (%)		Sexual Violence n (%)	
	A lot of involvement of school Head	A little or no involvement of school Head	A lot of involvement of school Head	A little or no involvement of school Head
A lot	8 (17.8)	1 (4.8)	7 (16.3)	3 (15.8)
A little	22 (48.9)	11 (52.4)	24 (55.8)	13 (68.4)
Not at all	15 (33.3)	9 (42.9)	12 (27.9)	3 (15.8)
Total*	45 (100.0)	21 (100.0)	43 (100.0)	19 (100.0)

* Totals are based on the number of valid responses to relevant items and include those who either a formal or an informal policy.

In relation to sexual violence there is also no clear pattern observable in the data. Of the 43 schools that said their Head or Principal was involved a lot in the development of their RSE policy, 7 (16 per cent) said SPHE helps to raise awareness of sexual violence a lot, 24 (56 per cent) said it helps a little and 12 (28 per cent) said it does not help at all (Table 4.19).

⁶ This question was posed to schools that said they have either a formal or an informal RSE policy.

A total of 19 schools said their Head or Principal was involved a little or not at all in RSE policy development. Of these, 3 schools (16 per cent) reported that the SPHE programme helps to raise awareness of sexual violence a lot, 13 (68 per cent) said it helps a little, and another 3 schools said it does not help at all. These results are not statically significant.

4.11.6 Level of importance attached to SPHE by the school

There was an examination of the role of the importance which schools attribute to SPHE and whether this affects the schools' experience of awareness raising in relation to domestic and sexual violence. The data were examined to determine whether schools that attach low to medium levels of priority to SPHE had different experiences on awareness raising of domestic and sexual violence than schools attributing a high level of importance to SPHE. The results of these analyses are set out in Table 4.20.

Table 4.20: Extent to which SPHE helps to raise awareness of domestic and sexual violence by level of importance attached by school to SPHE. Count (per cent)

Extent SPHE helps to raise awareness	Domestic violence n (%)		Sexual Violence n (%)	
	SPHE Medium to low levels of importance	SPHE High level of importance	SPHE Medium to low levels of importance	SPHE High level of importance
A lot	8 (17.0)	5 (14.3)	9 (20.9)	5 (15.6)
A little	21 (44.7)	20 (57.1)	24 (55.8)	19 (59.4)
Not at all	18 (38.3)	10 (28.6)	10 (23.3)	8 (25.0)
Total*	47 (100.0)	35 (100.0)	43 (100.0)	32 (100.0)

*Totals are based on the number of valid responses to relevant items

In relation to domestic violence, of the 47 schools that said SPHE has a medium to low level of importance in their schools, 8 (17 per cent) schools said the SPHE programme helps to raise awareness a lot, 21 (45 per cent) said it helps to raise awareness a little and 18 (38 per cent) said it does not help at all. A total of 35 schools said SPHE is of high importance in the school. Of these, 5 (14 per cent) said SPHE helps to raise awareness of domestic violence a lot, 20 (57 per cent) said it helps to raise awareness a little and 10 (29 per cent) said it does not help at all. In terms of the level of importance schools attach to SPHE, medium to low level schools are more likely than high level ones to find problems with SPHE helping to raise awareness of domestic violence. These differences are not, however, statistically significant.

Table 4.20 also set out the analyses relating to sexual violence. Of the 43 schools that attach medium to low importance to SPHE, 9 (21 per cent) schools found the SPHE programme helps to raise awareness a lot, 24 (56 per cent) said it helps a little and 10 (23 per cent) said it does not help at all. Of the 32 schools that said SPHE is of high importance in the school, 5 (16 per cent) said the SPHE programme helps to raise awareness of sexual violence a lot, 19 (59 per cent) said it helps a little and 8 (25 per cent) found that it does not help at all.

Comparing the responses, the data do not support a relationship between the importance that schools attach to SPHE and awareness raising for either domestic or sexual violence.

4.12 Summary of main findings

This chapter presented the findings in relation to two key areas. The first area examined the schools' views on raising awareness of domestic and sexual violence through the existing SPHE programme. The second area focused on the role of key facilitating or impeding factors in affecting schools' experience of raising awareness of domestic and sexual violence through the SPHE programme. The main findings from this chapter are summarised below.

4.12.1 The extent to which SPHE helps to raise awareness of domestic and sexual violence for Junior Cycle pupils.

- The majority of schools reported that SPHE was not effective for raising awareness of domestic violence (84 per cent) or sexual violence (81 per cent) for their Junior Cycle pupils. Most schools said that SPHE covers domestic violence poorly (82 per cent) and sexual violence poorly (79 per cent). Schools that report poor coverage are significantly more likely to report low awareness raising for both domestic and sexual violence.
- The school's experience of awareness raising of domestic violence through SPHE does not depend on:
 - school size
 - whether it is a single denomination or an inter-denominational school
 - whether or not it is a secondary school
 - the number of pupils from a disadvantaged socio-economic background or
 - the extent to which the schools provide for students from a rural or urban location.
- Small schools are more likely to report greater awareness raising of sexual violence through SPHE than large schools. However the denomination, location or factors relating to school composition were not found to affect awareness raising on sexual violence.
- The school's experience of how well domestic and sexual violence are covered by SPHE does not depend on:
 - school size
 - being a secondary versus being any other type of school
 - being a single denomination compared to an inter-denominational school.
- There is no relationship between how well schools find SPHE covers domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background or the extent to which the schools serve a rural or urban location.

4.12.2 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE for Junior Cycle pupils

- The more help schools receive from SPHE Support Services in preparing teaching materials on domestic and sexual violence, the more likely they are to find SPHE effective in raising awareness of domestic and sexual violence. Schools that say this support fully meets their needs are significantly more likely to report that SPHE helps to raise awareness of both domestic and sexual violence.
- Schools that participate in the SPHE course '*Sexuality and Sexual Orientation*' are significantly more likely to report that SPHE helps to raise awareness of domestic violence. However participation in this course is not related to awareness raising of sexual violence.
- Schools' experiences with raising awareness of domestic or sexual violence through SPHE are not related to whether schools have formal SPHE or RSE policies.
- Schools that report their Head or Principal has been involved a lot in the development of the school SPHE policy are significantly more likely to find SPHE effective in raising awareness of domestic violence. There is no evidence to support a similar relationship for sexual violence.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to the level of involvement by the school Head or Principal in the development of the RSE policy.
- The data do not indicate a relationship between the level of importance that schools attach to SPHE and their experiences with raising awareness of either domestic or sexual violence.

Chapter 5

RESULTS

AWARENESS RAISING OF DOMESTIC AND SEXUAL VIOLENCE

SENIOR CYCLE

5.1 Introduction and note of caution

It was noted earlier that when asked about awareness raising among Senior Cycle pupils of domestic and sexual violence, the majority found that the programme available does not contribute a lot to helping to raise awareness. Given the different time lines with respect to the roll out of SPHE/RSE⁷ at Junior and Senior Cycle, the report examines Senior Cycle data separately. When considering the results and their interpretation it should be noted that while interviewers asked all schools about their experiences with raising awareness of domestic violence at Senior Cycle, an error was made in relation to awareness raising on sexual violence for Senior Cycle pupils. Only those schools that deliver RSE at Senior Cycle (n=36) were asked about awareness raising on sexual violence at Senior Cycle. As a result of this any interpretations of data based on comparisons between domestic and sexual violence should be made with caution.

5.2 SPHE/RSE coverage of domestic and sexual violence: Senior Cycle

Table 5.1 demonstrates that of the 80 schools that responded to this question, a majority of 57 (71 per cent) of schools reported that domestic violence is covered very poorly by SPHE/RSE for Senior Cycle pupils. A further 11 schools (14 per cent) said that this coverage was quite poor while 12 (15 per cent) said that domestic violence is covered quite well or very well by SPHE/RSE for Senior Cycle pupils.

With regard to sexual violence, of the 36 schools that provided information on this question, 17 schools (47 per cent) said that SPHE/RSE covers sexual violence either quite or very well, 9 (25 per cent) said it covers sexual violence quite poorly and 10 (28 per cent) said it covers sexual violence very poorly (Table 5.1).

Table 5.1: How well domestic and sexual violence are covered by SPHE/RSE at Senior Cycle

How well covered	Domestic Violence		Sexual Violence	
	Number of schools	Per cent	Number of schools	Per cent
Very well	2	2.5	4	11.1
Quite well	10	12.5	13	36.1
Quite poorly	11	13.8	9	25.0
Very poorly	57	71.3	10	27.8
Total*	80	100.0	36	100.0

***Totals are based on the number of valid responses to relevant items**

Wider curriculum for Senior Cycle: All 82 schools were asked about the wider curriculum at Senior Cycle. Of this total number, 34 (42 per cent) said that domestic violence is not covered in the wider curriculum and 44 (54 per

⁷ Although there is no formal SPHE material at Senior Cycle as there is at Junior Cycle, schools are obliged to continue teaching RSE to the end of sixth year. For this reason, when reference is made to SPHE and RSE material in this report, the terms 'SPHE' will be used for Junior Cycle and 'SPHE/RSE' for Senior Cycle.

cent) said that sexual violence is not covered at all in any of the wider curriculum.

5.3 Extent to which the coverage of domestic and sexual violence is related to the extent to which SPHE/RSE helps to raise awareness of these topics at Senior Cycle

Table 5.2 sets out the results of the analyses examining the relationship between schools' experience of awareness raising of domestic and sexual violence at Senior Cycle and how well schools feel these topics are covered by the SPHE/RSE programme. The results suggest that, for domestic and sexual violence, there is a positive relationship between good coverage and good awareness raising.

Table 5.2: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by coverage in SPHE/RSE programme. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	Covered Well n (%)	Covered poorly n (%)	Covered Well n (%)	Covered poorly n (%)
A lot	4 (33.3)	5 (7.4)	9 (52.9)	2 (10.5)
A little	6 (50.0)	20 (29.4)	7 (41.2)	10 (52.6)
Not at all	2 (16.7)	43 (63.2)	1 (5.9)	7 (36.8)
Total*	12 (100.0)	68 (100.0)	17 (100.0)	19 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 68 schools that said domestic violence is covered poorly by the SPHE/RSE programme, 5 (7 per cent) of this group said it helps to raise awareness of domestic violence a lot, 20 (29 per cent) said it helps to raise awareness a little, and 43 (63 per cent) said it does not raise awareness at all. There were 12 schools that said domestic violence is covered well at Senior Cycle through SPHE/RSE. Of this group, 4 (33 per cent) said SPHE/RSE helps to raise awareness a lot, 6 (50 per cent) said it helps to raise awareness a little and 2 (17 per cent) said it does not help at all.

Turning to sexual violence, Table 5.2 shows that of the 19 schools that say coverage of sexual violence by SPHE/RSE is poor, 2 (11 per cent) said SPHE/RSE helps to raise awareness of sexual violence a lot, 10 (53 per cent) said it helps a little and 7 (37 per cent) said it does not help at all. In contrast, of the 17 schools that said coverage of sexual violence by SPHE/RSE is done well, 9 schools (53 per cent) said SPHE/RSE helps to raise awareness of sexual violence a lot, 7 (41 per cent) said it helps a little and only 1 school (6 per cent) said it does not help at all.

Comparing the responses for both domestic and sexual violence, schools that report poor coverage of these topics by SPHE/RSE at Senior Cycle are more likely to report that SPHE/RSE does not help to raise awareness of these forms of violence. Furthermore relative to schools that say coverage is poor, schools that found these issues are covered well more frequently report that

Senior Cycle

SPHE/RSE helps to raise awareness a lot. These differences are statistically significant ($p < .01$).

5.4 Awareness raising of domestic and sexual violence through SPHE/RSE at Senior Cycle by school size

As in the analyses for Junior Cycle, the data were analysed for the purpose of examining whether school size plays a role in explaining what schools say about SPHE/RSE raising awareness of domestic and sexual violence. The classifications for school size used were the same as for Junior Cycle with the first group composed of schools with 401 pupils or more (i.e. "large") and the second group comprising schools with 400 pupils or less (i.e. "small").

The results are outlined in Table 5.3 and are similar to Junior Cycle in that they point to the absence of a clear relationship between awareness raising on either domestic or sexual violence and school size for the Senior Cycle.

Table 5.3: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by school size. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	401 pupils or more n (%)	400 pupils or less n (%)	401 pupils or more n (%)	400 pupils or less n (%)
A lot	6 (13.0)	3 (8.6)	9 (39.1)	2 (15.4)
A little	17 (37.0)	10 (28.6)	9 (39.1)	8 (61.5)
Not at all	23 (50.0)	22 (62.9)	5 (21.7)	3 (23.1)
Total*	46 (100.0)	35 (100.0)	23 (100.0)	13 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 46 large schools, 6 (13 per cent) said SPHE/RSE at Senior Cycle helps to raise awareness of domestic violence a lot, 17 (37 per cent) said it helps a little and 23 (50 per cent) said it does not help at all. Of the 35 small schools, 3 (9 per cent) said SPHE/RSE helps to raise awareness of domestic violence a lot, 10 (29 per cent) said it helps a little and 22 (63 per cent) said it does not help.

Comparing responses from large and small schools for domestic violence, the situation is not clear-cut. Larger schools may be marginally more effective at raising awareness of domestic violence as they are more likely to find SPHE/RSE helps to raise awareness a lot and less likely to report it does not raise awareness in their school. The differences however are not statistically significant.

Turning to sexual violence, Table 5.3 shows that of the 23 large schools that responded to this question, while an equal number found that SPHE/RSE helps to raise awareness of sexual violence a little and a lot - 9 (39 per cent) schools in each case - 5 (22 per cent) said SPHE/RSE does not help at all. Among the 13 small schools that were surveyed on this issue, 2 (15 per cent) said SPHE/RSE helps to raise awareness of sexual violence a lot, 8 (62 per cent) said it helps a little and 3 (23 per cent) said it does not help at all.

Considering the interpretation of these results, again the evidence is ambiguous. Large schools may be more effective at raising awareness of sexual violence through SPHE/RSE than small schools as they are more likely to find that SPHE/RSE helps to raise awareness of sexual violence a lot. However, the differences between large and small schools are not statistically significant.

5.5 SPHE/RSE coverage of domestic and sexual violence by school size

In relation to domestic violence, of the 35 small⁸ schools, 6 (17 per cent) said that coverage of domestic violence through SPHE/RSE at Senior Cycle is quite or very well done, 5 (14 per cent) said it is quite poor, and 24 (69 per cent) said that coverage is very poor. Of the 45 large⁹ schools 6 (13 per cent) said that the coverage of domestic violence through SPHE/RSE at Senior Cycle is quite or very well done, another 6 (13 per cent) said it is quite poor and 33 (73 per cent) said that it is very poor (Table 5.4).

There are very few noteworthy differences between the responses of large and small schools in relation to domestic violence.

Table 5.4: SPHE/RSE coverage of domestic and sexual violence by school size. Count (per cent)

Extent of coverage by SPHE/RSE	Domestic Violence		Sexual Violence	
	401 pupils or more n (%)	400 pupils or less n (%)	401 pupils or more n (%)	400 pupils or less n (%)
Quite/very well	6 (13.3)	6 (17.1)	11 (47.8)	6 (46.2)
Quite poorly	6 (13.3)	5 (14.3)	6 (26.1)	3 (23.1)
Very poorly	33 (73.3)	24 (68.6)	6 (26.1)	4 (30.8)
Total*	45 (100.0)	35 (100.0)	23 (100.0)	13 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 5.4 also outlines the results in relation to SPHE/RSE coverage of sexual violence at Senior Cycle. Of the 13 smaller schools, 6 (46 per cent) said sexual violence is covered quite or very well by the programme, a total of 3 schools (23 per cent) said that it is covered quite poorly and 4 (31 per cent) said it is covered very poorly. The analyses of the 23 large schools shows that 11 (48 per cent) said sexual violence is covered quite or very well, 6 (26 per cent) said it is covered quite poorly and another 6 (26 per cent) said it is covered very poorly.

Again, there is no evidence of a particular pattern in the different responses given by small and large schools in relation to coverage of sexual violence.

⁸ Schools with 400 pupils or less.

⁹ Schools with 401 pupils or more.

5.6 *Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by single denomination and inter-denominational schools*

Schools' responses on the awareness raising potential of SPHE/RSE were examined in order to assess whether being a single denomination school, as opposed to an inter-denominational one, is related to the effectiveness of SPHE/RSE in helping to raise awareness of domestic and sexual violence in schools. The results are presented in Table 5.5 and the indications are that there is no clear relationship between awareness raising of either domestic or sexual violence as between single denomination and inter-denominational schools for the Senior Cycle.

Table 5.5: *Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by single denomination and inter-denominational schools. Count (per cent)*

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	Single denomination n (%)	Inter-denominational n (%)	Single denomination n (%)	Inter-denominational n (%)
A lot	4 (11.4)	5 (10.9)	6 (30.0)	5 (31.3)
A little	16 (45.7)	11 (23.9)	10 (50.0)	7 (43.8)
Not at all	15 (42.9)	30 (65.2)	4 (20.0)	4 (25.0)
Total*	35 (100.0)	46 (100.0)	20 (100.0)	16 (100.0)

*Totals are based on the number of valid responses to relevant items

As regards domestic violence, of the 35 single denomination schools, 4 (11 per cent) said SPHE/RSE helps to raise awareness of domestic violence a lot at Senior Cycle, 16 (46 per cent) said it helps to raise awareness a little and 15 (43 per cent) said it does not help at all. Of the 46 inter-denominational schools, 5 (11 per cent) said that SPHE/RSE helps to raise awareness of domestic violence a lot, 11 (24 per cent) said it helps a little and 30 (65 per cent) said that it does not help at all. A comparison of the responses from the two school groups indicates there is some evidence to suggest that single denomination schools may be more effective at helping to raise awareness of domestic violence as they are less likely to report that SPHE/RSE does not help to raise awareness at all when compared to the inter-denominational schools. These differences are statistically significant ($p < .01$).

In relation to sexual violence, of the 20 single denomination schools involved, 6 (30 per cent) found SPHE/RSE helps to raise awareness of sexual violence a lot at Senior Cycle, 10 (50 per cent) found it helps a little and 4 (20 per cent) found it does not help at all. Of the 16 inter-denominational schools, 5 (31 per cent) said that they found SPHE/RSE helps to raise awareness a lot, 7 (44 per cent) said it helps a little and 4 schools (25 per cent) reported it does not help at all. There are no clear differences between the school types with regard to helping to raise awareness of sexual violence through SPHE/RSE.

5.7 SPHE/RSE coverage of domestic and sexual violence by single denomination and inter-denominational schools

Schools' responses were analysed to examine whether being a single denomination school or not is related to how well a school covers domestic and sexual violence in SPHE/RSE. The results of these analyses are presented in Table 5.6.

Table 5.6: SPHE/RSE coverage of domestic and sexual violence by single denomination and inter-denominational schools. Count (per cent)

Coverage by SPHE/RSE	Domestic Violence		Sexual Violence	
	Single denomination n (%)	Inter-denominational n (%)	Single denomination n (%)	Inter-denominational n (%)
Quite/very well	7 (20.6)	5 (10.9)	9 (45.0)	8 (50.0)
Quite poor	5 (14.7)	6 (13.0)	6 (30.0)	3 (18.8)
Very poor	22 (64.7)	35 (76.1)	5 (25.0)	5 (31.3)
Total*	34 (100.0)	46 (100.0)	20 (100.0)	16 (100.0)

*Totals are based on the number of valid responses to relevant items

As regards domestic violence, of the 34 single denomination schools that provided information on these issues, 7 (21 per cent) said the coverage of domestic violence in the SPHE/RSE programme is quite or very well done, 5 (15 per cent) said it is covered quite poorly and 22 (65 per cent) said that SPHE/RSE covers domestic violence very poorly. Of the 46 inter-denominational schools, 5 (11 per cent) said that coverage of domestic violence by the SPHE/RSE programme is quite or very well done, 6 (13 per cent) said domestic violence is covered quite poorly and 35 (76 per cent) said domestic violence is covered very poorly.

Comparing responses between the single and inter-denominational schools with respect to domestic violence, the results suggest that single denomination schools may be more effective in raising awareness of domestic violence through SPHE/RSE at Senior Cycle as they are more likely than inter-denominational schools to report coverage which is quite or very well done. Single denomination schools are also less likely to report very poor coverage than the inter-denominational schools. However, these differences are not statistically significant.

With regard to sexual violence, Table 5.6 shows that of the 20 single denomination schools, 9 (45 per cent) said that sexual violence is covered quite or very well, 6 (30 per cent) said it is covered quite poorly and 5 (25 per cent) said coverage is very poor in the SPHE/RSE programme. Among the 16 inter-denominational schools, 8 (50 per cent) said that coverage of sexual violence is quite well or very well done, 3 (19 per cent) said that it is quite poor and 5 (31 per cent) said that coverage is very poorly done by SPHE/RSE at Senior Cycle. The differences between single denomination and inter-denominational schools are not statistically significant.

5.8 *Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by secondary schools compared to other school types*

There was also an examination of whether secondary schools respond differently to other types of schools (e.g. vocational schools and community colleges, comprehensive and community schools, etc) in relation to the extent to which they find SPHE/RSE covers domestic and sexual violence. As can be seen from Table 5.7, the results suggest that SPHE/RSE in secondary schools is better than other school types in terms of helping to raise awareness of domestic violence for the Senior Cycle.

Table 5.7: *Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by whether schools are secondary or other school types. Count (per cent)*

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	Secondary Schools n (%)	Other School Types n (%)	Secondary Schools n (%)	Other School Types n (%)
A lot	7 (13.2)	2 (7.1)	7 (26.9)	4 (40.0)
A little	21 (39.6)	6 (21.4)	14 (53.8)	3 (30.0)
Not at all	25 (47.2)	20 (71.4)	5 (19.2)	3 (30.0)
Total*	53 (100.0)	28 (100.0)	26 (100.0)	10 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 53 secondary schools that responded, 7 (13 per cent) said that SPHE/RSE helps to raise awareness of domestic violence a lot at Senior Cycle, 21 (40 per cent) said that SPHE/RSE a little and 25 (47 per cent) indicated that SPHE/RSE does not help at all. Of the 28 other schools, 2 (7 per cent) said SPHE/RSE helps to raise awareness of domestic violence a lot, 6 (21 per cent) said it helps a little and 20 (71 per cent) said it does not help at all.

Comparing the responses on domestic violence, SPHE/RSE in secondary schools is slightly more effective than it is in other schools at helping to raise awareness of domestic violence. When compared to other school types, secondary schools are significantly more likely to say that SPHE/RSE helps to raise awareness a lot and less likely say it does not raise awareness. ($p < .01$).

Table 5.7 also sets out results with regard to sexual violence. Of the 26 secondary schools involved, 7 (27 per cent) said the SPHE/RSE helps to raise awareness of sexual violence a lot, 14 (54 per cent) reported that it helps a little and 5 (19 per cent) said it does not help at all. With regard to the 10 other types of school, 4 (40 per cent) said that SPHE/RSE helps to raise awareness of sexual violence a lot, 3 (30 per cent) said it helps a little and another 3 (30 per cent) said it does not help at all.

A comparison of the results between school types suggests that secondary schools may have greater problems raising awareness of sexual violence than the other types of school. Relative to other types of school, secondary

schools are less likely to find SPHE/RSE effective at raising awareness of sexual violence for Senior Cycle pupils. The results associated with these differences however do not reach statistical significance.

5.9 SPHE/RSE coverage of domestic and sexual violence by secondary school compared to other school types

The results were examined to see whether secondary schools respond differently to other types of schools (e.g. vocational schools and community colleges, comprehensive and community schools, etc) in relation to how well SPHE/RSE covers the issue of domestic and sexual violence.

Table 5.8: SPHE/RSE coverage of domestic and sexual violence by secondary school compared to other schools types. Count (per cent)

SPHE/RSE coverage	Domestic Violence		Sexual Violence	
	Secondary Schools n (%)	Other School Types n (%)	Secondary Schools n (%)	Other School Types n (%)
Quite/very well	8 (15.4)	4 (14.3)	13 (50.0)	4 (40.0)
Quite poor	8 (15.4)	3 (10.7)	7 (26.9)	2 (20.0)
Very poor	36 (69.2)	21 (75.0)	6 (23.1)	4 (40.0)
Total*	52 (100.0)	28 (100.0)	26 (100.0)	10 (100.0)

*Totals are based on the number of valid responses to relevant items

In relation to domestic violence, of the 52 secondary schools that provided information to these questions, 8 (15 per cent) said it is covered quite or very well by SPHE/RSE for Senior Cycle pupils, another 8 (15 per cent) said that domestic violence is covered quite poorly and 36 (69 per cent) said coverage is very poor. Of the 28 other types of schools, 4 (14 per cent) said that SPHE/RSE covers domestic violence quite or very well, 3 (11 per cent) said it is covered quite poorly and 21 (75 per cent) said domestic violence is covered very poorly. While secondary schools may be slightly less likely to report very poor coverage of domestic violence, these differences are not statistically significant.

With regard to sexual violence, of the 26 secondary schools that provided information to these questions, 13 (50 per cent) said that sexual violence is covered quite or very well, 7 (27 per cent) said this coverage is quite poor and 6 (23 per cent) said that SPHE/RSE coverage of sexual violence is very poor. Of the 10 other types of school, 4 (40 per cent) said sexual violence is covered quite or very well through SPHE/RSE, 2 (20 per cent) said it is quite poorly covered and 4 (40 per cent) schools said that coverage by SPHE/RSE is very poor. Comparing the results, secondary schools may be more likely to report better coverage and less likely to report poor coverage of sexual violence than other types of school. The differences are not however statistically significant.

5.10 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE/RSE

5.10.1 Support from SPHE Support Services in awareness raising

As mentioned earlier, to date domestic and sexual violence are themes that have not been explicitly incorporated into the SPHE/RSE programme. As a result no specific teaching materials to address these topics for either the Junior or Senior Cycles have been produced. The SPHE Support Service (post-primary) assists schools with implementation of the programme curriculum. Analyses were undertaken to examine the extent of help that schools receive from SPHE Support Services with developing materials on domestic and sexual violence for Senior Cycle and the results are presented in Table 5.9.

Table 5.9: SPHE Support Services help with developing teaching materials on domestic and sexual violence. Count (per cent)

Level of help	Help developing materials on domestic violence		Help developing materials on sexual violence	
	Number	Per cent	Number	Per cent
A lot	6	7.4	9	25.0
A little	7	8.6	9	25.0
None at all	68	84.0	18	50.0
Total*	81	100.0	36	100.0

***Totals are based on the number of valid responses to relevant items**

In relation to preparing teaching materials on domestic violence, of the 81 participating schools, 68 (84 per cent) said they had not received any help at all from SPHE Support Services, 7 (9 per cent) said they had received a little help and 6 (7 per cent) said they received a lot of help (Table 5.9).

With regard to these issues and sexual violence, 36 schools responded and 18 (50 per cent) schools reported that they had not received any help from SPHE Support Services with preparing teaching materials on sexual violence, 9 (25 per cent) said they received a little help and another 9 (25 per cent) reported receiving a lot of help preparing these materials.

While most schools receive no help, it is perhaps somewhat surprising that, given that domestic or sexual violence are not explicitly covered by the SPHE/RSE programme, schools nevertheless receive some or a lot of help from SPHE Support Services. This raises the question of whether these levels of help impact on the schools' experience of SPHE/RSE as a programme that helps to address domestic and sexual violence. The following section addresses this question.

5.10.2 Extent to which the level of help received from SPHE Support Services with developing teaching materials helps with raising awareness of domestic and sexual violence

This section examines whether the levels of help from SPHE Support Services with preparing teaching materials affects how much schools can raise awareness of domestic and sexual violence through the SPHE/RSE programme. Table 5.10 summarises the results of an examination of the data with respect to this issue.

Table 5.10: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by the level of help schools received from SPHE Support Services with preparing teaching materials. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence			Sexual Violence		
	A lot of help n (%)	A little help n (%)	No help at all n (%)	A lot of help n (%)	A little help n (%)	No help at all n (%)
A lot	3 (50.0)	2 (28.6)	4 (5.9)	3 (75)	3 (60.0)	5 (18.5)
A little	3 (50.0)	5 (71.4)	19 (27.9)	1 (25)	2 (40.0)	14 (51.9)
Not at all	0 (0)	0 (0)	45 (66.2)	0 (0.0)	0 (0.0)	8 (29.6)
Total*	6 (100.0)	7 (100.0)	68 (100.0)	4 (100.0)	5 (100.0)	27 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 68 schools that said they had no help at all from SPHE Support Services in connection with teaching materials on domestic violence, a majority, 45 (66 per cent) said that SPHE/RSE does not help at all to raise awareness of domestic violence. Another 19 (28 per cent) said SPHE/RSE helps a little and 4 (6 per cent) said it helps a lot.

In contrast, of the 6 schools that received a lot of support from SPHE Support Services, no school said SPHE/RSE does not raise awareness of domestic violence. Of the 6 schools, 3 (50 per cent) said that SPHE/RSE helps to raise awareness of domestic violence a little and another 3 (50 per cent) said that SPHE/RSE helps to raise awareness a lot.

Table 5.10 also gives the results for sexual violence. Of the 27 schools that said they had received no support from SPHE Support Services with developing teaching materials for sexual violence, 5 (19 per cent) said they found SPHE/RSE helps to raise awareness a lot, 14 (52 per cent) said it helps a little and 8 (30 per cent) said it does not help at all.

In contrast, of the two groups of schools that received support with developing teaching materials on sexual violence from SPHE Support Services, there were no schools that said SPHE/RSE does not help to raise awareness of sexual violence.

Comparing the responses, schools that have received a lot of help from SPHE Support Services in developing teaching materials appear to have benefited in terms of better awareness raising. These schools are much more likely to

report that SPHE/RSE raises awareness of domestic and sexual violence than schools that had not received this support. The results are statistically significant for both domestic violence ($p < .01$) and sexual violence ($p < .1$).

5.10.3 Whether level of help from SPHE Support Services is sufficient for schools' needs

Not only the amount of help, but whether it is sufficient for the school's needs is likely to be a relevant factor to be considered. Examining first whether schools feel the help they received from SPHE Support Services was sufficient for developing teaching materials for domestic violence, 56 (69 per cent) said the help was not at all sufficient for their needs, 18 (22 per cent) said it was completely sufficient and 7 (9 per cent) said it was partially sufficient (Table 5.11).

Table 5.11: Whether level of help from SPHE Support Services in developing teaching materials is sufficient for schools' needs. Count (per cent)

Level of sufficiency of help	Domestic Violence		Sexual Violence	
	Number of schools	Per cent	Number of schools	Per cent
Completely	18	22.2	13	36.1
Partially	7	8.6	8	22.2
Not at all	56	69.1	15	41.7
Total*	81	100.0	36	100.0

*Totals are based on the number of valid responses to relevant items

With regard to help developing materials for sexual violence, of the 36 schools involved 15 (42 per cent) said the help they received was not at all sufficient, 13 (36 per cent) said it was completely sufficient and 8 (22 per cent) said the help they received was partially sufficient to develop materials to raise awareness of sexual violence at Senior Cycle (Table 5.11).

5.10.4 Whether the level of help received from SPHE Support Services facilitates awareness raising

Analyses were undertaken to examine the impact of the perception of the adequacy of this support on the schools' experiences with domestic and sexual violence awareness raising. Table 5.12 outlines the results. Focussing first on domestic violence, of the 56 schools that said that SPHE Support Services' help was not at all sufficient, a majority, 37 schools (66 per cent), said that SPHE/RSE does not help to raise awareness of domestic violence among Senior Cycle pupils. A further 15 (27 per cent) said it helps a little and 4 (7 per cent) said it helps a lot.

Table 5.12: Extent of awareness raising by the schools' reports of adequacy of help from SPHE Support Services. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence			Sexual Violence		
	Completely (%)	Partially n (%)	Not at all n (%)	Completely n (%)	Partially n (%)	Not at all n (%)
A lot	3 (16.7)	2 (28.6)	4 (7.1)	6 (46.2)	4 (50.0)	1 (6.7)
A little	7 (38.9)	5 (71.4)	15 (26.8)	6 (46.2)	3 (37.5)	8 (53.3)
Not at all	8 (44.4)	0 (0)	37 (66.1)	1 (7.7)	1 (12.5)	6 (40.0)
Total*	18 (100.0)	7 (100.0)	56 (100.0)	13 (100.0)	8 (100.0)	15 (100.0)

*Totals are based on the number of valid responses to relevant items

Of the 18 schools that said help from SPHE Support Services with preparing teaching materials was completely sufficient, 8 (44 per cent) said that the SPHE/RSE programme does not help to raise awareness at all, 7 (39 per cent) said it helps a little and 3 (17 per cent) said it helps a lot. A total of 7 schools said help from SPHE Support Services was partially sufficient and of these there was no school that said SPHE/RSE does not help to raise awareness of domestic violence. Five (71 per cent) schools reported that SPHE/RSE helps to raise awareness a little and 2 (29 per cent) said it helps a lot.

The results for domestic violence indicate that, where schools say that the help from SPHE Support Services is not at all sufficient, they are much more likely to report that SPHE/RSE does not help to raise awareness ($p < .05$).

Table 5.12 also outlines the results in relation to sexual violence awareness raising. Among the 15 schools that said the level of help from SPHE Support Services with preparing teaching materials was not at all sufficient for their needs, 1 (7 per cent) said that SPHE/RSE helps to raise awareness of sexual violence a lot among Senior Cycle pupils. Furthermore, 8 (53 per cent) schools found SPHE/RSE helps to raise awareness a little and 6 schools (40 per cent) found SPHE/RSE does not raise awareness at all. Of the 8 schools that found help from the SPHE Support Services partially sufficient, 4 (50 per cent) found SPHE/RSE helps to raise awareness of sexual violence a lot, 3 (38 per cent) found it helps a little and 1 (13 per cent) said it does not help at all.

Of the 13 schools that said the level of help from SPHE Support Services was completely sufficient for their needs, 6 (46 per cent) said that SPHE/RSE helps to raise awareness of sexual violence a lot and another 6 (46 per cent) said it helps to raise awareness a little. There was 1 (8 per cent) school in this group that said SPHE/RSE does not raise awareness of sexual violence at all.

Comparing the results, schools that say their needs are met by SPHE Support Services for developing teaching materials on sexual violence are significantly ($p < .05$) more likely to report a lot of awareness raising when compared to

schools that said their needs were not met. The results are statistically significant.

5.10.5 Participation in SPHE Support Service training

To explore the issue of an effect of participating in SPHE training courses for Senior Cycle awareness raising, analyses were undertaken and the results are presented in Table 5.13.

Table 5.13: Extent to which SPHE/RSE helps to raise awareness by schools' participation in SPHE Sexuality and Sexual Orientation course. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence		Sexual Violence	
	Participation n (%)	No participation n (%)	Participation n (%)	No participation n (%)
A lot	3 (13.6)	5 (11.6)	5 (55.6)	5 (25.0)
A little	8 (36.4)	16 (37.2)	1 (11.1)	12 (60.0)
Not at all	11 (50.0)	22 (51.2)	3 (33.3)	3 (15.0)
Total*	22 (100.0)	43 (100.0)	9 (100.0)	20 (100.0)

*Totals are based on the number of valid responses to relevant items

With regard to domestic violence, no specific pattern is found in the data. Of the 22 schools that had participated in the *Sexuality and Sexual Orientation* course, 11 (50 per cent) said that the SPHE/RSE programme does not help to raise awareness of domestic violence, 8 (36 per cent) said it helps a little and 3 (14 per cent) said that it helps a lot. Among the 43 schools that had not participated in the course, 22 (51 per cent) said that SPHE/RSE does not help to raise awareness at all, 16 (37 per cent) said that it helps a little and 5 schools (12 per cent) said that it helps a lot.

A clearer pattern however can be identified in relation to sexual violence. Table 5.13 shows that, among the 9 schools that had participated in the *Sexuality and Sexual Orientation* course, over half (56 per cent) said the SPHE/RSE programme helps to raise awareness a lot, 1 (11 per cent) said it helps to raise awareness a little and 3 (33 per cent) said it does not help at all. Among the 20 schools that had not participated in the *Sexuality and Sexual Orientation* course, 12 (60 per cent) said SPHE/RSE helps to raise awareness a little and 3 (15 per cent) said it does not raise awareness at all. A total of 5 (25 per cent) of this school group said SPHE/RSE helps to raise awareness a lot.

Schools that participate in the SPHE *Sexuality and Sexual Orientation* course are significantly more likely to report that SPHE/RSE helps to raise awareness of sexual violence. Participation in this course is not related to schools' experiences with awareness raising of domestic violence.

5.11 Creating an environment of respect for Senior Cycle pupils

5.11.1 The existence of an SPHE policy

Table 5.14 outlines the results with regard to analyses undertaken to examine whether the existence of a formal SPHE policy by the school impacts on the school's awareness raising of domestic and sexual violence through SPHE/RSE.

Table 5.14: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by whether school has an SPHE policy. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence		Sexual Violence	
	Has SPHE policy n (%)	No SPHE policy n (%)	Has SPHE policy n (%)	No SPHE policy n (%)
A lot	7 (12.1)	2 (8.7)	11 (42.3)	0 (0.0)
A little	22 (37.9)	5 (21.7)	11 (42.3)	6 (60.0)
Not at all	29 (50.0)	16 (69.6)	4 (15.4)	4 (40.0)
Total*	58 (100.0)	23 (100.0)	26 (100.0)	10 (100.0)

*Totals are based on the number of valid responses to relevant items

As regards domestic violence, of the 23 schools that do not have a formal SPHE policy 16 (70 per cent) said that SPHE/RSE does not help to raise awareness of sexual violence at all, 5 (22 per cent) said it helps a little and 2 (9 per cent) said it helps a lot. Of the 58 schools that said they have such a policy, 29 (50 per cent) said SPHE/RSE does not help to raise awareness of domestic violence at all, 22 (38 per cent) said it helps a little and 7 (12 per cent) said it helps a lot.

Comparing the results for the two groups, it appears that schools with a formal SPHE policy in place are more likely to report raising awareness a lot and less likely to report not raising awareness at all, than schools without a policy in place. The results however are not statistically significant.

With regard to sexual violence, among the 10 schools that do not have a formal SPHE policy, there were no schools that said that SPHE/RSE helps to raise awareness a lot. In fact 4 schools (40 per cent) found it does not help at all and 6 (60 per cent) found it helps a little. Among the 26 schools that have such a policy, 11 (42 per cent) schools said SPHE/RSE helps to raise awareness of sexual violence a lot, another 11 (42 per cent) said it helps a little and 4 (15 per cent) said it does not help at all.

Comparing the results on awareness raising of sexual violence by schools that have a formal SPHE policy with schools that do not, the results indicate that, in schools with a policy, SPHE/RSE is more likely to help to raise awareness of sexual violence. Such schools are also less likely to report no awareness raising effect than schools without a policy. These results are statistically significant ($p < .05$).

5.11.2 Existence of an RSE policy

Table 5.15 sets out the results with regard to analyses undertaken to examine the relationship between the existence of a formal RSE policy in schools and how much schools consider SPHE/RSE helps to raise awareness of domestic and sexual violence at Senior Cycle.

Table 5.15: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by whether school has an RSE policy. (Count (per cent)).

Extent SPHE/RSE helps to raise awareness	Domestic Violence		Sexual Violence	
	Has formal RSE policy n (%)	No formal RSE policy n (%)	Has formal RSE policy n (%)	No formal RSE policy n (%)
A lot	7 (11.1)	2 (11.1)	9 (32.1)	2 (25.0)
A little	21 (33.3)	6 (33.3)	14 (50.0)	3 (37.5)
Not at all	35 (55.6)	10 (55.6)	5 (17.9)	3 (37.5)
Total*	63 (100.0)	18 (100.0)	28 (100.0)	8 (100.0)

*Totals are based on the number of valid responses to relevant items

In relation to domestic violence there is no distinct pattern observable. Of the 18 schools that do not have a formal RSE policy, 10 (56 per cent) said that SPHE/RSE does not help to raise awareness at all, 6 (33 per cent) said it helps a little and 2 (11 per cent) said it helps a lot. With regard to the 63 schools that have such a policy in place, 35 (56 per cent) said that SPHE/RSE does not help raise awareness of domestic violence at all, 21 (33 per cent) said it helps a little and 7 (11 per cent) said it helps a lot.

For sexual violence, of the 8 schools that do not have a formal RSE policy, 3 (38 per cent) reported SPHE/RSE does not help to raise awareness of sexual violence at all, another 3 (38 per cent) said it helps a little and 2 (25 per cent) said it helps a lot. Of the 28 schools that have such a policy in place, 5 (18 per cent) said SPHE/RSE does not help to raise awareness of sexual violence, 14 (50 per cent) said it helps a little and 9 (32 per cent) said it helps a lot.

The results for neither domestic nor sexual violence are statistically significant.

5.11.3 Involvement of key staff in SPHE policy development

As set out in table 5.16, with regard to domestic violence, in 38 schools the key staff, that is, the school Head or Principal, were involved a lot in developing the school's SPHE policy. Among this group, 17 (45 per cent) schools said SPHE/RSE does not help to raise awareness at all, 14 (37 per cent) said it helps a little and 7 (18 per cent) reported it helps a lot.

Of the 29 schools where the school Head or Principal has been involved a little or not at all in developing SPHE policy, 1 (3 per cent) said SPHE/RSE

helps to raise awareness of domestic violence a lot, 11 (38 per cent) said it helps a little, whereas 17 (59 per cent) said it does not help at all.

Where the school Head or Principal had been involved a lot in the development of SPHE policy, the school is more likely to report that SPHE/RSE helps to raise awareness of domestic violence a lot and is less likely to report that it does not help at all compared to schools where the involvement of the school Head or Principal has been low. However, this difference is not statistically significant.

Table 5.16: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by involvement of School Head or Principal in development of SPHE policy. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence		Sexual Violence	
	A lot of involvement of school Head n (%)	A little or no involvement of school Head n (%)	A lot of involvement of school Head n (%)	A little or no involvement of school Head n (%)
A lot	7 (18.4)	1 (3.4)	8 (47.1)	3 (23.1)
A little	14 (36.8)	11 (37.9)	7 (41.2)	7 (53.8)
Not at all	17 (44.7)	17 (58.6)	2 (11.8)	3 (23.1)
Total*	38 (100.0)	29 (100.0)	17 (100.0)	13 (100.0)

*Totals are based on the number of valid responses to relevant items

Focussing on sexual violence, 17 schools reported a high level of involvement of the school Head or Principal in SPHE policy development. Of this group 2 (12 per cent) said that SPHE/RSE does not help to raise awareness of sexual violence for Senior Cycle pupils, 7 (41 per cent) said it helps a little and 8 (47 per cent) said it helps a lot.

A total of 13 schools said the school Head or Principal had been involved a little or not at all in the development of the school's SPHE policy and, of these, 3 (23 per cent) schools said SPHE/RSE does not help to raise awareness of sexual violence, 7 (54 per cent) said it helps a little and 3 (23 per cent) said it helps a lot.

The differences outlined for domestic and sexual violence are not statistically significant.

5.11.4 Involvement of key staff in RSE policy development

In relation to domestic violence, 45 schools said their Head or Principal had been involved a lot in the development of the school's RSE policy. Table 5.17 shows that, of this group, 21 (47 per cent) schools said that SPHE/RSE does not help to raise awareness of domestic violence, 17 (38 per cent) said it helps a little and 7 (16 per cent) said it helps a lot. On the other hand, 21 schools said that the school Head or Principal had been involved a little or not at all in the development of the RSE policy in their school. Of this group 14 (67 per cent) schools said that SPHE/RSE does not help to raise awareness

of domestic violence, 6 (29 per cent) said it helps a little and 1 school (5 per cent) said it helps a lot.

Table 5.17: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by involvement of School Head or Principal in development of RSE policy. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence		Sexual Violence	
	A lot of involvement of school Head n (%)	A little or no involvement of school Head n (%)	A lot of involvement of school Head n (%)	A little or no involvement of school Head n (%)
A lot	7 (15.6)	1 (4.8)	7 (36.8)	2 (18.2)
A little	17 (37.8)	6 (28.6)	9 (47.4)	7 (63.6)
Not at all	21 (46.7)	14 (66.7)	3 (15.8)	2 (18.2)
Total*	45 (100.0)	21 (100.0)	19 (100.0)	11 (100.0)

*Totals are based on the number of valid responses to relevant items

In relation to sexual violence, there were 19 schools that said their Head or Principal had been involved a lot in the development of the RSE policy. Seven (37 per cent) of these schools reported that SPHE/RSE helps to raise awareness of sexual violence a lot, 9 (47 per cent) said it helps a little and 3 (16 per cent) said it does not help at all. For the 11 schools that reported the school Head or Principal was involved to a little or no extent in the development of the school RSE policy, 2 (18 per cent) schools said that SPHE/RSE helps to raise awareness of sexual violence a lot, 7 (64 per cent) said it helps a little and 2 (18 per cent) said it does not help at all.

Comparing the responses on the extent of involvement by the school Head or Principal in RSE policy development in a school, there is no clear pattern in the results for either domestic or sexual violence. The data do not yield a statistically significant relationship for either domestic or sexual violence between the schools' awareness raising and the involvement of the school Head or Principal in the development of the school's RSE policy.

5.11.5 Importance attached to SPHE by the school

Data analyses were undertaken to examine whether the degree of importance that schools attribute to SPHE is something that impacts on the awareness raising of domestic and sexual violence in schools. Table 5.18 outlines the results of these analyses.

Table 5.18: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by level of importance attached by school to SPHE. Count (per cent)

Extent SPHE/RSE helps to raise awareness	Domestic violence		Sexual Violence	
	SPHE medium to low importance n (%)	SPHE High level importance n (%)	SPHE medium to low importance n (%)	SPHE High level importance n (%)
A lot	3 (6.5)	6 (17.1)	2 (13.3)	9 (42.9)
A little	15 (32.6)	12 (34.3)	8 (53.3)	9 (42.9)
Not at all	28 (60.9)	17 (48.6)	5 (33.3)	3 (14.3)
Total*	46 (100.0)	35 (100.0)	15 (100.0)	21 (100.0)

*Totals are based on the number of valid responses to relevant items

With regard to raising awareness of domestic violence, 35 schools reported that a high level of importance is attached to SPHE in their school at Senior Cycle. Among these, 6 (17 per cent) schools said SPHE/RSE helps to raise awareness of domestic violence a lot, 12 (34 per cent) said it helps a little and 17 (49 per cent) said it does not help. Among the 46 schools that reported a low to medium level of importance attached to SPHE, 3 (7 per cent) said SPHE/RSE helps to raise awareness of domestic violence a lot, 15 (33 per cent) said it helps a little and 28 (61 per cent) said it does not help at all.

With regard to sexual violence, 21 schools said a high level of importance is attached to SPHE in their school at Senior Cycle. Among these, 9 (43 per cent) reported that SPHE/RSE helps to raise awareness of sexual violence a little and the same number said it helps a lot. The fewest number, 3 schools (14 per cent) reported that SPHE/RSE does not help to raise awareness. Of the 15 schools that said SPHE has a medium to low level of importance in their school, 2 (13 per cent) said SPHE/RSE helps to raise awareness a lot, 8 (53 per cent) said it helps a little and 5 (33 per cent) said it does not help at all.

Compared with the schools that attach a medium to low level of importance to SPHE in their school, a substantially higher share of schools that attach a high level of importance report that SPHE/RSE helps to raise awareness of domestic and sexual violence a lot and a substantially lower percentage report no help with awareness raising. The differences in the answer patterns are not, however, statistically significant.

5.12 Summary of main findings

This chapter presented the findings in relation to two key areas. The first area examined the schools' views on raising awareness of domestic and sexual violence through the existing SPHE/RSE programme for Senior Cycle. The second area focused on the role of key facilitating/impeding factors in affecting schools' experience of raising awareness of domestic and sexual violence through the SPHE/RSE programme. The main findings from this chapter are summarised below.

5.12.1 The extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence for Senior Cycle pupils

- The majority of schools reported that SPHE/RSE is not good at helping to raise awareness of either domestic violence (89 per cent) or sexual violence (69 per cent). Most schools said that SPHE/RSE covers domestic violence poorly (85 per cent) and sexual violence poorly (53 per cent). Schools that report poor coverage of domestic and sexual violence are significantly more likely to report that SPHE/RSE does not help to raise awareness of such violence. Schools that found SPHE/RSE covers such violence well more frequently report that SPHE/RSE helps to raise awareness of the violence a lot.
- The school's experience of awareness raising of domestic and sexual violence through SPHE/RSE does not depend on the size of the school. There is some evidence to suggest that at Senior Cycle, single denomination schools may be more effective at raising awareness of domestic violence when compared to inter-denominational ones, but this is not the case in relation to raising awareness of sexual violence.
- Secondary schools are more likely than other school types to report SPHE/RSE is more effective in raising awareness of domestic violence, but this does not hold for sexual violence.
- There is no evidence to suggest a relationship between awareness raising of domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background. There is also no indication of a relationship between awareness raising of domestic and sexual violence and the extent to which the schools provide for students from a rural or urban location.
- The school's experience of how well domestic and sexual violence are covered by SPHE/RSE does not vary with school size or with whether the school is single denomination or inter-denominational. Secondary schools are slightly more likely than other types of schools to report that both domestic and sexual violence are covered well by SPHE/RSE, but the differences are not statistically significant.
- There is no relationship between how well schools find SPHE/RSE covers domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background or the extent to which the schools serve a rural or urban location.

5.12.2 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE/RSE for Senior Cycle pupils

- The results for domestic violence indicate that, where schools say that the help from SPHE Support Services is not at all sufficient, they are much more likely to report that SPHE/RSE does not help to raise awareness. Schools that find this support meets their needs are significantly more likely to report that SPHE/RSE helps a lot to raise awareness of sexual violence, but there is no evidence that this holds for domestic violence.
- Schools that participate in the SPHE/RSE course '*Sexuality and Sexual Orientation*' are significantly more likely to report that SPHE/RSE helps to raise awareness of sexual violence, but not domestic violence.
- Schools that have a formal SPHE policy in place are significantly more likely to report effective awareness raising on sexual violence. There is no evidence to suggest that this holds for domestic violence.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to whether the school has a formal RSE policy.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to the level of involvement by the school Head or Principal in the development of SPHE or RSE policies.
- There is no statistically significant evidence to support the idea of a relationship between the level of importance that schools attach to SPHE/RSE and their experiences of raising awareness of either domestic or sexual violence for Senior Cycle pupils.

Chapter 6

RESULTS

USE OF OUTSIDE FACILITATORS FOR AWARENESS RAISING OF DOMESTIC AND SEXUAL VIOLENCE

JUNIOR AND SENIOR CYCLES

Introduction

Awareness raising in schools on domestic and sexual violence are challenging areas for schools to deliver. Different approaches to provision and delivery exist: the material can be facilitated by teachers or by outside agencies. Outside facilitation is most frequently provided by non-governmental organisations (NGOs) and in relation to domestic and sexual violence the NGOs would most likely be victim support organisations.

6.1 Use of outside facilitators for awareness raising of domestic and sexual violence in post-primary schools

Table 6.1 gives an overview of the responses by schools on their preferences for how material should be delivered to Junior and Senior Cycle pupils in order to raise their awareness of domestic and sexual violence. The first two columns present figures for preferences for Junior Cycle and the latter two columns deal with Senior Cycle. About one-quarter of the sample supported the idea of material on domestic or sexual violence being delivered by teachers from the school only. Approximately one-quarter said that this material should be led only by outside facilitators. The majority of schools, over two-thirds in all cases, indicated they would prefer material on domestic violence to be delivered equally by teachers and outside facilitators. A slightly smaller share, just under two-thirds, said this material should be delivered by teachers from schools, but with some help from outside facilitators.

Table 6.1: Schools' views on who should deliver awareness raising of domestic and sexual violence in post-primary schools

Mode of delivery of material	Junior Cycle		Senior Cycle	
	Domestic Violence n (%)	Sexual Violence n (%)	Domestic Violence n (%)	Sexual Violence n (%)
Delivered exclusively by teachers from school	25 (30.5)	23 (28.0)	27 (32.9)	25 (30.5)
Delivered by teachers from school but with some help from outside facilitators	62 (75.6)	64 (78.0)	64 (78.0)	64 (78.0)
Delivered equally by teachers from school and by outside facilitators	70 (85.4)	68 (82.9)	70 (85.4)	69 (84.1)
Delivered exclusively by outside facilitators	24 (29.3)	20 (24.4)	26 (31.7)	22 (26.8)

6.1.1 Extent schools use outside facilitators

The data were examined to determine the number of schools in the sample that currently use outside facilitators. The results are shown in Table 6.2 and indicate that a minority of schools, less than 10 per cent have actually used outside facilitators to raise awareness of domestic (9.8 per cent) or sexual (9.3 per cent) violence for Junior Cycle pupils.

Table 6.2: Use of outside facilitators to raise awareness of domestic and sexual violence among Junior Cycle pupils

Use of outside facilitators	Domestic Violence		Sexual Violence	
	Number of schools	Per cent	Number of schools	Per cent
Yes	8	9.8	7	9.3
No	74	90.2	68	90.7
Total*	82	100.0	75	100.0

*Totals are based on the number of valid responses to relevant items

Senior Cycle schools were marginally more likely than in Junior Cycle schools to use outside facilitators to raise awareness, particularly in relation to sexual violence. Table 6.3 indicates that of the 80 schools that provided information to these questions in relation to Senior Cycle pupils, 9 (11 per cent) schools reported having used outside facilitators for domestic violence and 12 (33 per cent) reported having used outside facilitators for awareness raising on sexual violence.

Table 6.3: Use of outside facilitators to raise awareness of domestic and sexual violence among Senior Cycle pupils

Use of outside facilitators	Domestic Violence		Sexual Violence	
	Number of schools	Per cent	Number of schools	Per cent
Yes	9	11.3	12	33.3
No	71	88.8	24	66.7
Total*	80	100.0	36	100.0

*Totals are based on the number of valid responses to relevant items

6.2 How schools sourced outside facilitators to deliver awareness raising of domestic and sexual violence

Table 6.4: How schools identified/located outside facilitators

How outside facilitators identified	Junior Cycle		Senior Cycle	
	Domestic Violence n (%)	Sexual Violence n (%)	Domestic Violence n (%)	Sexual Violence n (%)
School approached outside facilitator directly	2 (20.0)	7 (77.8)	17 (81.0)	7 (77.8)
The outside facilitator approached the school	2 (20.0)	1 (11.1)	2 (9.5)	2 (22.2)
SPHE Support Services referred outside facilitator to school	6 (60.0)	1 (11.1)	1 (4.8)	0 (0)
Other	0	0	1 (4.8)	0 (0)
Total*	10 (100.0)	9 (100.0)	21 (100.0)	9 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.4 shows the various ways which outside facilitators were sourced by the schools. Ten schools provided information on these questions for Junior Cycle in relation to domestic violence awareness raising. Of this group, the school approached the outside facilitator directly on 2 (20 per cent) occasions and the outside facilitator initiated the contact with the school on 2 (20 per cent) occasions. On 6 (60 per cent) occasions the SPHE Support Service referred the outside facilitator to the school.

Of the 9 Junior Cycle cases in relation to awareness raising on sexual violence, most often the schools approached the outside facilitator directly. This occurred in 7 (78 per cent) of the cases reported by the schools. On 1 (11 per cent) occasion the outside facilitator contacted the school and on 1 (11 per cent) occasion SPHE Support Service referred the outside facilitator to the school.

The pattern for Senior Cycle is somewhat different. In relation to domestic violence in most of the cases the school approached the outside facilitator directly. Of the 21 cases relating to awareness raising of domestic violence, 17 (81 per cent) were initiated by the school. Two (10 per cent) involved the outside facilitator contacting the school and 1 (5 per cent) case involved a referral from SPHE Support Services. The pattern for Senior Cycle in relation to awareness raising of sexual violence shows that, again, the school was the main initiator. Of the 9 cases involved, 7 (78 per cent) schools contacted outside facilitator directly and the remaining 2 (22 per cent) cases saw the outside facilitator approaching the school.

Given the low level of access to material specifically developed for post-primary school contexts to raise awareness of domestic and sexual violence, the survey examined whether schools had the opportunity to examine in advance the material used by the outside facilitator organisations in their classroom with their pupils. Of the 49 cases of using outside facilitator organisations, schools had the opportunity to examine the material in 37 (76 per cent) occasions but did not on 12 (25 per cent) occasions.

Of the 37 cases that had the opportunity to examine material, 12 involved delivering material to Junior Cycle, (6 on sexual violence and 6 on domestic violence). For the remaining 25 cases relating to Senior Cycle, 18 involved delivering material on sexual violence and 7 material on domestic violence (this information is not presented in Table format).

6.3 Satisfaction with services provided by outside facilitators in relation to awareness raising of domestic and sexual violence

The schools that had experience of working with outside facilitators for domestic and sexual violence were asked how satisfied they were with several different aspects of the service provided to the school. Table 6.7 shows that in the survey 49 different or separate cases of outside facilitator use were reported by the schools for raising awareness of domestic or sexual violence. When asked about their experiences with these outside facilitators, the schools said they had been very satisfied with the various aspects of the

service provided. In fact, 'very satisfied' was the most frequent response given. No school said they were very dissatisfied with any aspect.

Table 6.5: Schools' level of satisfaction with their use of outside facilitators (n = 49 cases)

Level of satisfaction	Frequency	Per cent
Very satisfied with comprehensiveness of material covered	39	79.6
Very satisfied with style/method of delivery	39	79.6
Very satisfied with ability to meet school's needs	41	83.7
Very satisfied with spatial arrangements	40	81.6
Total*	49	100.0

***Totals are based on the number of valid responses to relevant items**

Of the 49 cases reported by the schools, schools were very satisfied with the comprehensiveness of the material covered and the style or method of teaching used in 39 (80 per cent) of the cases. In relation to the outside facilitator's capacity to respond to the school's needs, the number of cases in which schools were very satisfied was slightly higher: schools said they were very satisfied in 41 (84 per cent) of the cases. Finally, high levels of satisfaction were reported in relation to the spatial (e.g. seating, gender mix) arrangements with schools saying they were very satisfied with 40 (82 per cent) of the cases they had experienced with outside facilitators.

6.4 Likelihood of use of outside facilitators and awareness raising

As shown in Chapter One of this report, few schools surveyed found SPHE/RSE to be effective at helping to raise awareness of domestic or sexual violence. This was particularly the case where schools felt that the assistance from SPHE Support Services was insufficient to prepare awareness raising materials. Furthermore, we have just seen that when schools use outside facilitators to raise awareness of domestic and sexual violence they are generally very satisfied with the service provided to the pupils in their school. In this section, the data are examined to determine whether under these types of circumstances, schools are more likely to use outside facilitators to lead on awareness raising.

This section begins by examining whether schools that find that SPHE/RSE helps to raise awareness of domestic and sexual violence are also more likely to use outside facilitators for Junior Cycle. Tables 6.6 and 6.7 outline the results of the analyses for Junior and Senior Cycles, respectively.

Table 6.6: Use of outside facilitators by extent SPHE/RSE helps to raise awareness of domestic and sexual violence: Junior Cycle

Use of outside facilitators	SPHE/RSE helps to raise awareness domestic violence			SPHE/RSE helps to raise awareness sexual violence		
	A lot n (%)	A little N (%)	Not at all n (%)	A lot n (%)	A little n (%)	Not at all n (%)
Yes	2 (15.4)	5 (12.2)	1 (3.6)	2 (14.3)	5 (11.6)	0 (0.0)
No	11 (84.6)	36 (87.8)	27 (96.4)	12 (85.7)	38 (88.4)	18 (100.0)
Total*	13 (100.0)	41 (100.0)	28 (100.0)	14 (100.0)	43 (100.0)	18 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.6 shows that, of the 28 schools that found SPHE/RSE does not help to raise awareness of domestic violence, 27 (96 per cent) have not used an outside facilitator and 1 (4 per cent) have done so. Of the 41 schools that said SPHE/RSE helps to raise awareness a little, 36 (88 per cent) said they had not used outside facilitators while 5 (12 per cent) had done so. Finally, of the 13 schools that said SPHE/RSE helps to raise awareness a lot, 11 (85 per cent) had not used outside facilitators while 2 (15 per cent) schools had used them. Comparing the results, schools that said that SPHE/RSE helps to raise awareness a little or a lot are more likely to use outside facilitators than those schools that report no awareness raising. These differences however are not statistically significant.

With regard to sexual violence Table 6.6 shows that, of the 18 schools that said SPHE/RSE does not raise awareness at all on sexual violence, none had used outside facilitators. Of the 43 schools that said SPHE/RSE helps to raise awareness a little, 38 (88 per cent) had not used outside facilitators while 5 (12 per cent) reported having used them. Finally, among the 14 schools that said SPHE helps to raise awareness a lot, 12 (86 per cent) have not used outside facilitators and 2 (14 per cent) had done so. In relation to sexual violence, those schools that said that SPHE helps to raise awareness of sexual violence a little, and those that said it helps to raise awareness a lot, are more likely to use outside facilitators when compared to those schools that report no awareness raising on sexual violence. These differences however are not statistically significant.

Table 6.7: Use of outside facilitators by extent SPHE/RSE helps to raise awareness of domestic and sexual violence: Senior Cycle

Use of outside facilitators	SPHE/RSE helps to raise awareness domestic violence			SPHE/RSE helps to raise awareness sexual violence		
	A lot n (%)	A little n (%)	Not at all n (%)	A lot n (%)	A little n (%)	Not at all n (%)
Yes	4 (44.4)	5 (19.2)	0 (0.0)	6 (54.5)	6 (35.3)	0 (0.0)
No	5 (55.6)	21 (80.8)	45 (100.0)	5 (45.5)	11 (64.7)	8 (100.0)
Total*	9 (100.0)	26 (100.0)	45 (100.0)	11 (100.0)	17 (100.0)	18 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.7 outlines the results for the Senior Cycle. In relation to domestic violence, of the 45 schools that said SPHE/RSE does not help to raise awareness among Senior Cycle pupils, no school had used an outside facilitator. Of the 26 schools that said SPHE/RSE helps to raise awareness a little, 21 (81 per cent) had not used outside facilitators while 5 (19 per cent) had used them. Finally, of the 9 schools that said SPHE/RSE helps to raise awareness of sexual violence a lot, 5 (56 per cent) had not used outside facilitators while 4 (44 per cent) had done so. Comparing the results shows that, for schools that state that SPHE/RSE helps to raise awareness of domestic violence a little or a lot, they are significantly more likely to use outside facilitators than the other groups of schools. These differences, with respect to schools' experiences with awareness raising of domestic violence and use of outside facilitators are statistically significant ($p < .05$).

In relation to Senior Cycle and sexual violence a similar pattern emerges. Of the 18 schools that said SPHE/RSE does not help to raise awareness at all on sexual violence none had used outside facilitators. Of the 17 schools that said SPHE/RSE helps to raise awareness a little, 11 (65 per cent) had not used outside facilitators while 6 (35 per cent) had. Finally, among the 11 schools that said SPHE/RSE helps to raise awareness a lot, 5 (46 per cent) have not used outside facilitators but 6 (55 per cent) had done so. Comparing the results, schools that found SPHE/RSE to be successful in helping to raise awareness of sexual violence are more likely to use outside facilitators than schools who find SPHE/RSE less helpful. The differences between schools experiences with awareness raising on sexual violence and use of outside facilitators are statistically significant ($p < .001$).

6.4.1 *Extent to which the level of support from SPHE Support Services affects the likelihood of using outside facilitators*

In Chapters four and five of this report it was reported that the help from SPHE Support Services in relation to preparing teaching materials for the purpose of raising awareness of domestic and sexual violence, impacts upon the extent schools say they can raise awareness through SPHE/RSE. For this section, the data were examined in order to determine whether this support has an impact on whether or not schools are likely to avail of outside facilitators for raising awareness of domestic and sexual violence.

Table 6.8 describes the link between how adequate schools found the support from SPHE Support Services and their readiness to use outside facilitators. Of the 42 schools which said that the support from SPHE Support Services was completely insufficient for developing teaching materials in relation to domestic violence, 41 (98 per cent) had not used outside facilitators and 1 (2 per cent) had used them. Of the 17 schools that said support from SPHE Support Services was partially sufficient, 15 (88 per cent) had not used outside facilitators while 2 (12 per cent) had done so. Among the 23 that said support from SPHE Support Services was completely sufficient for their needs to raise awareness of domestic violence, 18 (78 per cent) had not used outside facilitators and 5 (22 per cent) had used them. These results indicate that the more schools find support from SPHE Support Services is completely

sufficient in terms of the schools' needs to develop teaching materials on domestic violence, the more likely they are to avail of outside facilitators. These results are statistically significant ($p < .05$).

Table 6.8: Use of outside facilitators by support from SPHE Support Services to develop teaching materials on domestic and sexual violence for Junior Cycle

Use of outside facilitators	Domestic violence			Sexual violence		
	Completely sufficient n (%)	Partially sufficient n (%)	Not at all sufficient n (%)	Completely sufficient n (%)	Partially sufficient n (%)	Not at all sufficient n (%)
Yes	5 (21.7)	2 (11.8)	1 (2.4)	3 (14.3)	2 (12.5)	2 (5.3)
No	18 (78.3)	15 (88.2)	41 (97.6)	18 (85.7)	14 (87.5)	36 (94.7)
Total*	23 (100.0)	17 (100.0)	42 (100.0)	21 (100.0)	16 (100.0)	38 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.8 also sets out the results for sexual violence. Of the 38 schools that said that the support from SPHE Support Services was not at all sufficient to develop teaching materials on sexual violence, 36 (95 per cent) had not used outside facilitators and 2 (5 per cent) had done so. Of the 16 schools that said the support from SPHE Support Services was partially sufficient, 14 (88 per cent) said they had not and 2 (13 per cent) had used outside facilitators. Finally, among the 21 schools that said the support from SPHE Support Services with developing teaching materials on sexual violence was completely sufficient, 18 (86 per cent) had not used outside facilitators and 3 (14 per cent) had used them. There is no clear pattern between the use of outside facilitators and support from SPHE Support Services in relation to sexual violence.

Table 6.9: Use of outside facilitators by support from SPHE Support Services to develop teaching materials on domestic and sexual violence for Senior Cycle

Used outside facilitators	Domestic violence			Sexual violence		
	Completely sufficient n (%)	Partially sufficient n (%)	Not at all sufficient n (%)	Completely sufficient n (%)	Partially sufficient n (%)	Not at all sufficient n (%)
Yes	2 (11.1)	4 (57.1)	3 (5.5)	4 (30.8)	5 (62.5)	3 (20.0)
No	16 (88.9)	3 (42.9)	52 (94.5)	9 (69.2)	3 (37.5)	12 (80.0)
Total*	18 (100.0)	7 (100)	55 (100)	13 (100.0)	8 (100.0)	15 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.9 outlines the results for the Senior Cycle. With regard to domestic violence, of the 55 schools that found support from SPHE Support Services was not at all sufficient to help them develop teaching materials for awareness raising purposes, 52 (95 per cent) had not used outside facilitators while 3 (6 per cent) schools had done so. Of the 7 schools that said the support was partially sufficient, 3 (43 per cent) had not used outside facilitators and 4 (57 per cent) had used them. Finally, 18 schools said the support from SPHE Support Services for developing teaching materials was completely sufficient and of this group, 16 (89 per cent) schools had not used outside facilitators

and 2 (11 per cent) had. While there is a significant relationship ($p < .01$) between the use of outside facilitators and the perceived sufficiency of level of help from SPHE Support Services, there is no linear relationship.

The results for sexual violence for Senior Cycle are also set out in Table 6.9. Of the 15 schools that said the support from SPHE Support Services for developing teaching materials on sexual violence was not at all sufficient, 12 (80 per cent) had not used outside facilitators and 3 (20 per cent) had used them. Among the 8 schools that said the support was partially sufficient, 3 (38 per cent) had not used outside facilitators and 5 (63 per cent) had. Finally, among the 13 schools that said they felt the support from SPHE Support Services for developing teaching materials on sexual violence was completely sufficient, 9 (69 per cent) had not used outside facilitators whereas 4 (31 per cent) had done so. The results for sexual violence also lack any discernible pattern.

6.4.2 Extent to which satisfaction with outside facilitators depends on the cycle involved

Table 6.10: Satisfaction with outside facilitators by cycle

Satisfaction with outside facilitators	Cycle	
	Junior Cycle n (%)	Senior Cycle n (%)
Fully satisfied with all aspects of outside facilitators	12 (63.2)	25 (83.3)
Less than fully satisfied with all aspects of outside facilitators	7 (36.8)	5 (16.7)
Total*	19 (100.0)	30 (100.0)

***Totals are based on the number of valid responses to relevant items**

Table 6.10 examines whether satisfaction with outside facilitator services differs depending on the cycle of pupils that is involved. On 30 occasions outside facilitators were brought into schools to provide awareness raising on either domestic or sexual violence for Senior Cycle pupils. Of this group, 25 (83 per cent) reported they were fully satisfied with the service they had been given and 5 (17 per cent) said they were less than fully satisfied with the service.

On 19 occasions outside facilitators provided awareness raising on either domestic or sexual violence to Junior Cycle pupils and on 12 (63 per cent) of these occasions schools said they were fully satisfied and on 7 (37 per cent) of the occasions, schools said they were less than fully satisfied with the service they received. A comparison of these results shows that schools are more likely to report being fully satisfied when the awareness raising targets Senior Cycle and to report being less than fully satisfied when the awareness raising targets Junior Cycle pupils. These differences are weakly statistically significant ($p < .1$).

6.4.3 Extent to which satisfaction with outside facilitators depends on the topic i.e. domestic or sexual violence

Due to very small numbers, it was not possible to examine many of the issues separately for domestic and sexual violence or separately for Junior and Senior Cycles. Consequently many of the following tables examine issues using the combined responses for Junior and Senior Cycles.

Table 6.11 sets out whether satisfaction with awareness raising differs depending on whether the topic being covered is domestic or sexual violence. There were 18 occasions where awareness raising covered domestic violence and on 12 (67 per cent) of these occasions schools said they were fully satisfied. On 6 (33 per cent) occasions schools reported being less than fully satisfied.

Table 6.11: Satisfaction with outside facilitators by topic: Junior and Senior Cycles combined

Satisfaction with outside facilitators	Topic	
	Domestic violence n (%)	Sexual violence n (%)
Fully satisfied with all aspects of outside facilitators	12 (66.7)	25 (80.6)
Less than fully satisfied with all aspects of outside facilitators	6 (33.3)	6 (19.9)
Total*	18 (100.0)	31 (100.0)

*Totals are based on the number of valid responses to relevant items

Table 6.11 also shows that on 31 occasions schools used outside facilitators for awareness raising on sexual violence and on 25 (81 per cent) of these occasions schools said they were fully satisfied with the service involved. On 6 (20 per cent) of the occasions schools said they were less than fully satisfied. These results point to schools being more likely to report being fully satisfied with outside facilitators if awareness raising is targeting sexual rather than domestic violence. The results are not statistically significant.

6.5 Levels of satisfaction with outside facilitator by awareness raising of domestic and sexual violence through SPHE/RSE programme: Junior and Senior Cycles

Table 6.12 gives the results of an examination of the link between satisfaction with outside facilitator services and how schools find SPHE/RSE helps to raise awareness of domestic and sexual violence.

Examining domestic and sexual violence together at Junior and Senior Cycle, of the 12 schools that were fully satisfied with the outside facilitators, 6 (50 per cent) said that SPHE/RSE helps to raise awareness a lot, 5 (42 per cent) said it helps a little and 1 (8 per cent) said it does not help at all.

Of the 37 schools that were less than fully satisfied with outside facilitators, 13 (35 per cent) schools said SPHE/RSE helps to raise awareness a lot and 24

(65 per cent) schools said it helps a little. There was no school in this group that said SPHE/RSE does not help to raise awareness at all.

Table 6.12: Extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence by satisfaction with outside facilitators: Junior and Senior Cycles

Extent SPHE/RSE helps to raise awareness	Domestic and Sexual Violence	
	Full satisfaction n (%)	Less than full satisfaction n (%)
A lot	6 (50.0)	13 (35.1)
A little	5 (41.7)	24 (64.9)
Not at all	1 (8.3)	0 (0.0)
Total*	12 (100.0)	37 (100.0)

*Totals are based on the number of valid responses to relevant items

6.6 Summary of main findings

This Chapter examined the use of outside facilitators by post-primary schools for the purpose of raising awareness of domestic and sexual violence for Junior and Senior Cycle pupils¹⁰. The main findings are listed below.

- Less than 10 per cent of the total number of schools surveyed have used outside facilitators in Junior Cycle to raise awareness of domestic violence (9.8 per cent) or sexual violence (9.3 per cent). For Senior Cycle pupils, outside facilitators were used for awareness raising on sexual violence (33 per cent) more often than domestic violence (11 per cent).
- With regard to the Senior Cycle, schools that find SPHE/RSE helps to raise awareness of both domestic and sexual violence are more likely to use outside facilitators. There is no evidence to support such a relationship for Junior Cycle.
- In Junior Cycle, the more SPHE Support Services meet schools' needs for developing teaching materials on domestic violence (but not sexual violence) the more likely the schools are to avail of outside facilitators. With regard to Senior Cycle, there is no indication of a clear relationship for either domestic or sexual violence.
- When schools used outside facilitators to raise awareness of domestic violence for Junior Cycle, they most often made contact with the outside facilitator organisation through SPHE Support Services (60 per cent). With regard to sexual violence, however, it was the school that most often initiated contact with the outside facilitating organisation (78 per cent).
- Of the schools that used outside facilitators to raise awareness of both domestic and sexual violence for Senior Cycle, the school most often

¹⁰ It should be noted that while interviewers asked all schools about their experiences with raising awareness of domestic violence at Senior Cycle, in relation to awareness raising on sexual violence for Senior Cycle pupils an error in interviewing occurred and only those schools that deliver RSE at Senior Cycle (n=36) were asked about awareness raising on sexual violence at Senior Cycle. As a result of this any interpretations of data based on comparisons between domestic and sexual violence should be made with caution.

Junior and Senior Cycles

initiated the contact with the outside facilitator organisation - 81 per cent for domestic violence and 78 per cent for sexual violence.

- Schools said they were very satisfied with the service they have received from outside facilitator organisations for the purpose of raising awareness of domestic and sexual violence. Schools are more likely to be fully satisfied with the service they received from outside facilitators when the awareness raising targets Senior rather than Junior Cycle pupils, and sexual rather than domestic violence.

Chapter 7

SUMMARY OF STUDY AND DISCUSSION

7.1 Introduction

In order to inform the development and implementation of the National Strategy on Domestic, Sexual and Gender-based Violence 2010 – 2014, and to address the lack of any systematic collection of information on school activities on raising awareness of domestic and sexual violence, an overview was needed of the current situation with regard to post-primary schools' activities in Ireland in relation to such awareness raising. Cosc undertook a survey of awareness raising of domestic and sexual violence in post-primary schools in Ireland in 2008. The aim of the survey was to describe the extent to which school-based programmes raise awareness of domestic and sexual violence, how well the programmes cover such violence and the factors involved. This report gives the results of this survey and addresses the following questions.

A. Do schools find school-based programmes such as Social, Personal and Health Education (SPHE)¹¹ help to raise awareness of domestic and sexual violence?

- *Does this depend on the school's particular circumstances (e.g. the size of the school, location, denomination involved, school type, etc)?*
- *Is this facilitated by factors such as contact with SPHE Support Services and the importance the school attaches to areas such as SPHE in general?*

B. Do schools use outside facilitators to raise awareness of domestic and sexual violence?

The report is based on a representative sample of post-primary schools and the data were collected by computer aided telephone interviewing in 2009. A summary of the main findings follows.

7.2 The extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence for Junior Cycle pupils.

- The majority of schools reported that SPHE was not effective for raising awareness of domestic violence (84 per cent) or sexual violence (81 per cent) for their Junior Cycle pupils. Most schools said that SPHE covers domestic violence poorly (82 per cent) and sexual violence poorly (79 per cent). Schools that report poor coverage are significantly more likely to report low awareness raising for both domestic and sexual violence.
- The school's experience of awareness raising of domestic violence through SPHE does not depend on:
 - school size

¹¹ Although there is no formal SPHE material at Senior Cycle as there is at Junior Cycle, schools are obliged to continue teaching RSE to the end of sixth year. For this reason when reference is made in this report to SPHE and RSE material it is referred to as "SPHE" in the Junior Cycle and "SPHE/RSE" in the Senior Cycle.

- whether it is a single denomination or an inter-denominational school
 - whether or not it is a secondary school
 - the number of pupils from a disadvantaged socio-economic background or
 - the extent to which the schools provide for students from a rural or urban location.
- Small schools are more likely to report greater awareness raising of sexual violence through SPHE than large schools. However the denomination, location or factors relating to school composition were not found to affect awareness raising on sexual violence.
- The school's experience of how well domestic and sexual violence are covered by SPHE does not depend on:
 - school size
 - being a secondary versus being any other type of school
 - being a single denomination compared to an inter-denominational school.
- There is no relationship between how well schools find SPHE covers domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background or the extent to which the schools serve a rural or urban location.

7.3 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE for Junior Cycle pupils

- The more help schools receive from SPHE Support Services in preparing teaching materials on domestic and sexual violence, the more likely they are to find SPHE effective in raising awareness of domestic and sexual violence. Schools that say this support fully meets their needs are significantly more likely to report that SPHE helps to raise awareness of both domestic and sexual violence.
- Schools that participate in the SPHE course '*Sexuality and Sexual Orientation*' are significantly more likely to report that SPHE helps to raise awareness of domestic violence. However participation in this course is not related to awareness raising of sexual violence.
- Schools' experiences with raising awareness of domestic or sexual violence through SPHE are not related to whether schools have formal SPHE or RSE policies.
- Schools that report their Head or Principal has been involved a lot in the development of the school SPHE policy are significantly more likely to find SPHE effective in raising awareness of domestic violence. There is no evidence to support a similar relationship for sexual violence.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to the level of involvement by the school Head or Principal in the development of the school RSE policy.
- The data do not indicate a relationship between the level of importance that schools attach to SPHE and their experiences with raising awareness of either domestic or sexual violence.

7.4 The extent to which SPHE/RSE helps to raise awareness of domestic and sexual violence for Senior Cycle pupils

- The majority of schools reported that SPHE/RSE is not good at helping to raise awareness of either domestic violence (89 per cent) or sexual violence (69 per cent). Most schools said that SPHE/RSE covers domestic violence poorly (85 per cent) and sexual violence poorly (53 per cent). Schools that report poor coverage of domestic and sexual violence are significantly more likely to report that SPHE/RSE does not help to raise awareness of such violence. Schools that found SPHE/RSE covers such violence well more frequently report that SPHE/RSE helps to raise awareness of the violence a lot.
- The school's experience of awareness raising of domestic and sexual violence through SPHE/RSE does not depend on the size of the school. There is some evidence to suggest that at Senior Cycle, single denomination schools may be more effective at raising awareness of domestic violence when compared to inter-denominational ones, but this is not the case in relation to raising awareness of sexual violence.
- Secondary schools are more likely than other school types to report SPHE/RSE is more effective in raising awareness of domestic violence, but this does not hold for sexual violence.
- There is no evidence to suggest a relationship between awareness raising of domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background. There is also no indication of a relationship between awareness raising of domestic and sexual violence and the extent to which the schools provide for students from a rural or urban location.
- The school's experience of how well domestic and sexual violence are covered by SPHE/RSE does not vary with school size or with whether the school is single denomination or inter-denominational. Secondary schools are slightly more likely than other types of schools to report that both domestic and sexual violence are covered well by SPHE/RSE, but the differences are not statistically significant.
- There is no relationship between how well schools find SPHE/RSE covers domestic and sexual violence and the concentration of pupils in a school from a disadvantaged socio-economic background or the extent to which the schools serve a rural or urban location.

7.5 Factors that facilitate or impede awareness raising of domestic and sexual violence through SPHE/RSE for Senior Cycle pupils

- The results for domestic violence indicate that, where schools say that the help from SPHE Support Services is not at all sufficient, they are much more likely to report that SPHE/RSE does not help to raise awareness. Schools that find this support meets their needs are significantly more likely to report that SPHE/RSE helps a lot to raise awareness of sexual violence, but there is no evidence that this holds for domestic violence.

- Schools that participate in the SPHE/RSE course '*Sexuality and Sexual Orientation*' are significantly more likely to report that SPHE/RSE helps to raise awareness of sexual violence, but not domestic violence.
- Schools that have a formal SPHE policy in place are significantly more likely to report effective awareness raising on sexual violence. There is no evidence to suggest that this holds for domestic violence.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to whether the school has a formal RSE policy.
- There is no evidence that schools' experience with raising awareness of either domestic or sexual violence is related to the level of involvement by the school Head or Principal in the development of SPHE or RSE policies.
- There is no statistically significant evidence to support the idea of a relationship between the level of importance that schools attach to SPHE/RSE and their experiences of raising awareness of either domestic or sexual violence for Senior Cycle pupils.

7.6 Use of outside facilitators to raise awareness of domestic and sexual violence for Junior and Senior Cycle pupils¹²

- Less than 10 per cent of the total number of schools surveyed have used outside facilitators in Junior Cycle to raise awareness of domestic violence (9.8 per cent) or sexual violence (9.3 per cent). For Senior Cycle pupils, outside facilitators were used for awareness raising on sexual violence (33 per cent) more often than domestic violence (11 per cent).
- With regard to the Senior Cycle, schools that find SPHE/RSE helps to raise awareness of both domestic and sexual violence are more likely to use outside facilitators. There is no evidence to support such a relationship for Junior Cycle.
- In Junior Cycle, the more SPHE Support Services meet schools' needs for developing teaching materials on domestic violence (but not sexual violence) the more likely the schools are to avail of outside facilitators. With regard to Senior Cycle, there is no indication of a clear relationship for either domestic or sexual violence.
- When schools used outside facilitators to raise awareness of domestic violence for Junior Cycle, they most often made contact with the outside facilitator organisation through SPHE Support Services (60 per cent). With regard to sexual violence, however, it was the school that most often initiated contact with the outside facilitating organisation (78 per cent).
- Of the schools that used outside facilitators to raise awareness of both domestic and sexual violence for Senior Cycle, the school most often

¹² It should be noted that while interviewers asked all schools about their experiences with raising awareness of domestic violence at Senior Cycle, in relation to awareness raising on sexual violence for Senior Cycle pupils an error in interviewing occurred and only those schools that deliver RSE at Senior Cycle (n=36) were asked about awareness raising on sexual violence at Senior Cycle. As a result of this any interpretations of data based on comparisons between domestic and sexual violence should be made with caution.

initiated the contact with the outside facilitator organisation - 81 per cent for domestic violence and 78 per cent for sexual violence.

- Schools said they were very satisfied with the service they have received from outside facilitator organisations for the purpose of raising awareness of domestic and sexual violence. Schools are more likely to be fully satisfied with the service they received from outside facilitators when the awareness raising targets Senior rather than Junior Cycle pupils, and sexual rather than domestic violence.

7.7 Discussion

In conclusion, for the SPHE and RSE programmes which applied at the time of the fieldwork, the study indicates that most post-primary schools find the programmes are not effective for the purpose of raising awareness of domestic and sexual violence. Schools find that this problem is greater for domestic violence than for sexual violence.

Difficulties in raising awareness of domestic and sexual violence do not appear to depend on a school's particular circumstances to any great extent. Difficulties in raising awareness of domestic violence in Junior Cycle apply irrespective of the type of school. The situation in relation to sexual violence is similar except that awareness raising seems to be more effective in Junior Cycle in small schools than in large ones. Overall, however, at Junior Cycle level the indications are that there are no great differences between schools as regards raising awareness of domestic and sexual violence. There is some evidence to suggest that in Senior Cycle, single denomination schools and secondary schools may be slightly more effective at raising awareness of domestic violence.

Most schools said that school-based programmes cover domestic and sexual violence poorly. Schools which report poor coverage are significantly more likely to report low awareness raising for both domestic and sexual violence; schools which cover such violence well more frequently report that the programmes help to raise awareness of the violence a lot.

Improvement seems to be needed and the study gives indications of several factors which can facilitate improvements in post-primary schools so as to increase the effectiveness of awareness raising of domestic and sexual violence.

- By improving how well domestic and sexual violence is covered by school-based programmes, the potential for the programmes in schools to raise awareness of these forms of violence should be increased.
- Better support from SPHE Support Services is another factor which should facilitate improvements in awareness raising of domestic and sexual violence. SPHE Support Services help schools to develop appropriate teaching materials for the purpose of raising awareness of domestic and sexual violence and the data indicate that, where the

support meets schools' needs, this helps raise awareness of such violence.

- There are mixed findings as regards the effect participation by schools in the SPHE *Sexuality and Sexual Orientation* course has on raising awareness of domestic and sexual violence: participation in the course helps to raise awareness of domestic violence in Junior Cycle and of sexual violence in Senior Cycle.
- Greater use of outside facilitators may help schools too. Schools are very satisfied with the services they have received from outside facilitators in terms of raising awareness of domestic and sexual violence. At the same time schools do not feel awareness raising of domestic and sexual violence should be undertaken by outside facilitators alone; most schools said that both the school and outside facilitators should be involved in this work. It is important to ensure that all schools using outside facilitators continue to be fully satisfied with the service provided by these organisations and consideration should therefore be given to monitoring various aspects of the effectiveness of these services.

Some other possible factors which facilitate awareness raising of domestic and sexual violence were explored but were, in the main, not supported by the study. Whether or not schools have a formal SPHE or RSE policy makes little difference in terms of awareness raising as does the extent of the involvement of the school Head or Principal in the development of those policies. Moreover there is not a relationship between the importance schools attach to school-based programmes and their experiences with awareness raising.

7.8 Next step

The report will now be considered by the Department of Education and Skills and will help to inform the development of content on domestic and sexual violence in second-level education programmes, as envisaged in Action 3 of the National Strategy on Domestic, Sexual and Gender-based Violence 2010 – 2014.

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